

ENGLISH READER
BOOK III
(For Class VIII)

Special Series

PREPARED BY
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HYDERABAD



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A NOTE TO THE READER

The Central Institute of English, Hyderabad, has, at the instance of the Union Ministry of Education, prepared two series of textbook materials which would make for uniformity of standards in the teaching and learning of English in India. The first series is intended for a nine-year course, from Class III to Class XI, and is called the *Special Series*. The second is meant for a six-year course, from Class VI to Class XI, and is called the *General Series*. The first-year book in either series may, however, be introduced at whatever stage English is begun in a given school, taking into consideration the duration of the course, and not necessarily in Class III or Class VI.

The materials for each class in either series comprise a Reader, a Teacher's Guide and a Workbook; these are related and complementary to one another, and form the course for each year. For Classes IX to XI, there is no Workbook.

The Reader provides reading matter which incorporates the language items taught orally by the teacher and is intended to reinforce the learning of these items. The Teacher's Guide gives detailed guidance for the teaching of the lessons in the Reader. The Workbook provides exercises for practice and consolidation of the language items taught.

A conscious attempt has been made in these books to present and establish graded language items and to use appropriate content as a means to this end. The emphasis in these materials is therefore on the teaching of language rather than content. The methodology is based on commonly accepted principles of language teaching, and the language of these materials—in the reading passages, in the exercises, and in the teacher's notes—has been carefully controlled. The primary aim of the exercises in the Reader and the Workbook is to provide systematic practice of the teaching items (structural and lexical) introduced in the lesson and not to test the attainments of pupils, as is often the case with the exercises given in many pupil's books. Vocabulary, a usually neglected item, has been given as much attention as the structures.

The cultural element in the reading material of these books has no marked regional character and is, therefore, unlikely to present any great difficulty to pupils of different cultural areas.

The National Council of Educational Research and Training is publishing these materials in a phased programme spread over three years. The first phase covered Classes III, VI and IX in the *Special Series* and Classes VI and IX in the *General Series*. The second phase has covered Classes IV, VII and X in the *Special Series* and

Classes VII and X in the *General Series*. The third phase includes materials for Classes V, VIII and XI in the *Special Series* and Classes VIII and XI in the *General Series*.

Of the books brought out in the first phase of publication, those for Classes VI and IX in the *Special Series* can be introduced simultaneously with the book for Class III; similarly, the book for Class IX in the *General Series* can be introduced simultaneously with the book for Class VI. This is possible because care has been taken to base the books for the intermediate stages on a language scheme which can easily follow from the syllabuses for the earlier classes found to be in general use.

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LESSON 1

KASSIM AND ALI

agreement

bark†

bark‡

bet

letter*

opportunity

orange

presence

violet

agree

bet

cheat

come out with

come up with

knock out

part with

wait

a number of

One morning, Kassim and Ali had nothing to do.

Kassim said to Ali, "Let's ask each other questions. If I ask you a question and you cannot answer, you will give me one marble. But if you ask me a question and I cannot answer, I will give you ten marbles."

Ali agreed

Kassim had read a book of riddles the day before. His mind was full of interesting riddles that he had learnt from it. And he knew that Ali did not know any riddles. So he was sure of an easy victory.

Kassim asked, "What is common between a dog and a tree?"

Ali did not know the answer. So Kassim took a marble from him. Ali asked him if *he* knew the answer. Kassim came out with the answer : "The bark".

Kassim asked a second question: "What is the thing which, if

† of dog

‡ of tree

* of alphabet

you knock out its eye, has only the nose left?"

Again, Ali did not know. Taking another marble from Ali, Kassim gave the answer: "NOISE! If you knock out the 'T', only NOSE is left."

Kassim asked a third question: "What word in English is one mile long?"

Ali came up with a number of long words. But, of course, none of them was a mile long. He had to part with another marble. Kassim gave the answer: "SMILES! Between the first letter and the last, there is a MILE."

All this time, Ali was thinking hard to find a riddle that he could ask. In the end he asked, "What is common between an elephant and a fountain-pen?"

Kassim was taken aback. He did not expect Ali to know any riddles. He had no idea what was common between an elephant and a fountain-pen.

So he gave Ali ten marbles. "What is the correct answer?" he asked. "I don't know myself," said Ali. Then giving Kassim a marble he added, "This is our agreement."

II

Kassim thought that Ali had cheated him. He waited for an opportunity to get his own back.

One day, Ali showed Kassim a blue-and-red pencil. It wrote blue at one end and red at the other. Kassim asked him if it could write other colours.

"I have a pencil," he claimed, "which can write red, blue, yellow, green, violet or any colour I want."

"Impossible," said Ali.



"Shall we bet ten marbles?" asked Kassim.

"Yes," said Ali.

So they made the bet in the presence of friends.

Kassim said that he had the pencil in his bag right at the moment. He took it out. It looked like an ordinary pencil. Kassim took it in his right hand and said some 'magic' words over it. Then, on a piece of paper, he wrote with the pencil : *red, blue, yellow, green, orange*. Everyone laughed and now Ali had to give Kassim ten marbles.

EXERCISES

I Answer these questions.

1. Why was Kassim eager to take a bet with Ali ?
2. Who won the first bet ? How did he win it ?
3. How is NOISE the correct answer to Kassim's second question ?
4. How is SMILES the correct answer to Kassim's third question ?
5. Why did Kassim think that Ali had cheated him ?
6. What kind of pencil did Kassim say he had ?
7. What kind of pencil did Kassim really have ?
8. How did Kassim get back his ten marbles from Ali ?

II Read this sentence.

Anand said, "I have posted the letters."

This is in direct speech. It can be rewritten in indirect speech thus :

Anand said that he had posted the letters.

Note that the verb *have posted* becomes *had posted* in indirect speech, when the reporting verb (here *say*) is in the past tense.

Here is another example.

Direct Speech : Kamala said, "I have already paid my fees."

Indirect Speech : Kamala said that she had already paid her fees.

Now rewrite the following in indirect speech, as shown above.

1. The teacher said to Anil, "You have not answered the first question correctly."

2. The typist said, "I have just finished typing the letters."
3. "All the boys have left," the class-leader said to the teacher.
4. "Kassim has cheated me," Ali thought.
5. "I have had my lunch and I am not hungry," Ravi said to his friend.

III Match each of the sentences under A with a sentence made from table B

A

1. Kamala didn't want to see the museum.
2. The boys didn't want to join us at lunch.
3. The doctor found the patient very weak and restless.
4. I was very tired.
5. We didn't know the visitor.

B

She		slept	it once
They		worked	their lunch.
The patient	had hadn't	met	at all the night before
I		already seen	all day.
We		just had	him before.

IV Read these sentences.

The train left at 8-30.

I reached the station at 8-31.

We can combine the two sentences, omitting the time references, and say :

When I reached the station, the train had just left.

Here is another example.

The play began at 9 p.m.

We arrived at the theatre at 9-30 p.m.

We can combine the sentences, omitting the time references, and say :

When we arrived at the theatre, the play had already begun.

Now combine each of the following pairs of sentences, as shown above. Omit the time references if they have been given. Use the adverbials *just* or *already* wherever needed.

1. She went to bed.

The telephone bell rang a minute later.

2. The fire spread to all the huts.
The firemen arrived after some time.
3. The thieves escaped.
The police arrived on the scene after some time.
4. They sold all the tickets.
Then we reached the theatre
5. The patient died
The doctor arrived an hour later.

V Study the facts given below.

3-00 p.m. ... Mr Verma started typing the letters.
 3-30 p.m. ... Dr. Smith came in
 4-30 p.m. ... Mr Verma finished typing all the letters.

We can make the following statements based on these facts.

- a) When Dr. Smith came in, Mr. Varma had already started typing the letters.
- b) When Dr. Smith came in, Mr. Varma hadn't finished typing the letters.
- c) Dr. Smith came in after Mr. Varma had started typing the letters.
- d) Dr. Smith came in before Mr. Varma finished typing all the letters.

Now make four statements for each of the following sets of facts, as shown above.

1. 7-30 a.m. ... I started eating my breakfast.
 8-00 a.m. ... My friend, Mr. Raju, called.
 8-15 a.m. ... I finished eating my breakfast.
2. 5-00 p.m. ... The Delhi plane landed.
 5-10 p.m. ... I telephoned to the airport.
 5-30 p.m. ... The Delhi plane took off.
3. 3rd January ... Raj Kumar learned driving.
 15th February ... He bought a car.
 28th February ... He passed the driving test.
4. 1961 ... Janaki passed the B.A. examination.
 1962 ... She married.
 1964 ... She passed the M.A. examination.

VI Read this sentence.

Ali asked Kassim, "Do you know the answer?"

This sentence is in direct speech. We can rewrite it in indirect speech thus :

Ali asked Kassim if he knew the answer.

Here is another example.

Direct Speech : The teacher asked Balu, "Did you take back your notebook?"

Indirect Speech : The teacher asked Balu if he had taken back his notebook.

Note the use of *if* as a connecting word. Note also the change in the tense of the verbs *know* and *take*.

Now rewrite the following sentences in indirect speech, as shown above.

1. "Is Ali at home?" Kassim asked Ali's mother.
2. "Are you and Ali in the same class?" Ali's mother asked Kassim.
3. "Is my son doing well at school?" Mrs. Misra asked the headmaster.
4. "May I ask you a question?" Ali asked Kassim.
5. Kassim asked Ali, "Can this pencil write other colours?"
6. "Did you win your bet with Ali?" Hamid asked Kassim.
7. "Should these letters go tomorrow?" the typist asked the manager.

VII Fill in the blanks with the words given.

(a)	violet	agree	opportunity
	wait	letters	bet (n)
	orange	bet (v)	

1. "First of all I wish to thank your Secretary for this _____ to talk to you today," the speaker said.
2. The _____, *B.A.*, at the end of a person's name stand for *Bachelor of Arts* and *M.A.* for *Master of Arts*.
3. If you mix yellow and red, you get _____.
4. If you mix blue and red, you get _____.
5. Dilip : I say that school team will win the match.
David : I say that the town team will win.
Dilip : Shall we _____ an ice-cream?
David : I _____.
The school team won and Dilip won the _____.
6. "I'll dress myself and come. Please _____ for five minutes."

(b)	knocked out	cheated	came up with
	bark (of tree)	part with	bark (of dog)
	a number of	come out with	presence

1. A : I paid Rs. 25/- for this piece of silk from a street vendor.

B : But this isn't real silk !

The man has _____ you !

2. "Dilip called me names in the _____ of my friends."
3. Quinine, a medicine for malaria, is made from the _____ of a plant called cinchona.
4. "There are _____ mistakes in your composition," the teacher said to Hari. "Look into the corrections I have made."
5. In the district football tournament our school team was _____ in the very first round !
6. "You may now ask me any questions that you have," the speaker said to the boys. But none of the boys _____ any questions.
7. The thieves were lying in wait for the travellers. When the travellers came near, the thieves stopped them and asked them to give up their purses. The travellers had to _____ all their money.
8. Abdulla is very good at mimicry. He is particularly clever in making the _____ of a dog and the cry of a child.
9. "Where shall we go for a picnic ?" the teacher asked the boys. "I want you to _____ your suggestions."

LESSON 2

A BOY JUDGE

carelessness	chief	clay	companion
curd	despair	keeping	lodging
search	trial		,

accuse	approach	narrate	seal
pack			

busy	careless	intelligent
------	----------	-------------

otherwise

in search of

Once upon a time three thieves who had stolen a pot of gold in a distant town were returning to their village. They were passing through a small town when it grew dark. Their village was a long way away. Their chief said to the others, "I don't know whether we can reach our village safely with all this gold. Let's stay for the night in some house here in this town." His friends also thought that this was the best thing to do.

They went in search of a night's lodging and at last found an old woman who agreed to let them stay in her hut. Now, none of the thieves would trust any of his companions with the pot of gold. So they decided to give it into the old woman's keeping. They carefully sealed the mouth of the pot with clay and took it to the

old woman and said, "Please keep this with you till we ask for it. Don't give it to anyone till all three of us together ask for it."



The old woman agreed. She asked the men whether they would take it back the next morning. Their chief replied, "Yes, we will. But be sure to keep it in a very, very safe place."

The three men cooked their own dinner. After eating it they sat under a tree talking together. The youngest of them, who was a clever man, wanted to get the pot of gold for himself. He was trying to think of a plan. Just then a woman came selling curd and the young thief said, "Look, here comes a woman selling curd. Let's buy some curd."

The chief said, "All right. We will buy some. Go and get a pot from the old woman." This was just the opportunity the young man wanted. He went to the old woman and said, "Let's have the pot we gave you to keep." The woman said, "Your chief has asked me not to give the pot till all of you ask for it together." The young man said, "But our chief himself has sent me to get the pot." The old woman was too busy to go out and ask the chief. She shouted from

inside the house to ask whether she should give the pot to the young man. The chief did not understand that she was talking about the pot of gold. "Give it to him," he shouted back to her. So the old woman gave the pot of gold to the young man and he quietly left the place with it.

The chief waited for some time and then went inside. He soon found out everything. He accused the woman of being careless and asked her to pay him for the lost gold. The old woman was taken aback; she hadn't known that there was gold in the sealed pot. She did not know what to do. She fell on her knees and begged the chief to forgive her. But the chief would not leave her.

In despair she approached the King, told him the whole story, and begged him to save her. The King sent for a boy called Ramanna. Ramanna was very intelligent and often helped the King in giving his judgements.

The old woman narrated the whole story to the boy.

Ramanna asked the King to send for the chief of the thieves. When he came, Ramanna informed him that he was going to try the case. He then fixed a day for the trial.

On the day of the trial everyone waited eagerly to see how the boy would decide the case. When Ramanna came into the court room, he found that it was packed with people.

The thieves were asked to tell their story first. They accused the old woman of carelessness.

"I am sorry," said the old woman with tears in her eyes. "Please forgive me. I am a poor woman."

Ramanna turned to the thieves and said, "Did you tell this woman to give back the pot only to all three of you together?" The chief said, "Yes, we did. We told her not to give it otherwise."

"In that case," said Ramanna, "bring your other friend, and all three of you ask for the pot together. Then the old woman will give it back to you."

The two thieves did not know what to do. They did not know where to find the other thief. So they gave up the case. The woman was very happy. The people in the court room went away praising the wisdom of Ramanna.

EXERCISES

I Answer these questions.

1. Why did the thieves have to stay in the town for the night ?
2. Why did the thieves decide to give the pot into the old woman's keeping ?
3. To whom was the old woman told to give the pot ?
4. Why did the old woman give the pot to the young thief and not to all three of the thieves ?
5. What did the old woman go to the King for ?
6. Who tried the case ?
7. How did Ramanna decide the case ?
8. How did the decision help the old woman ?

II Read the questions under A and make suitable answers for them from the table under B. The answer for the first question is given for you, and the beginnings for other answers have also been given.

A

1. Can Jaya cook ?
No, but Jaya is learning how to cook.
2. Can Uma write a letter ?
No, but _____ .
3. Did Murali buy the sweets ?
No, because _____ .
4. Did Prema put the vessels back in the right places ?
Yes, _____ .
5. What did Anand do next ?
He did not do anything, because _____ .
6. Shall I start the car now ?
No, not now _____ .

B

Jaya is learning Padma is teaching Uma Murali did not know Janaki showed Prema He did not know I will tell you	where what when how	to	get the sweets. do next. start it. cook. write letters. put the vessels.
---	------------------------------	----	---

III Read this sentence.

The old woman asked the thieves, "Will you take the pot back tomorrow morning?"

We can rewrite this in indirect speech in this way :

The old woman asked the thieves whether they would take the pot the next morning.

Now rewrite the following in indirect speech, as shown above

1. "Shall I give the pot to this young man ?" the old woman asked the thieves from inside the house.
2. "Will you have tea or coffee ?" I asked the guest.
3. "Is Leela going with you to the cinema or with me for a walk?" Mr Prasad asked Sekhar.
4. "Do the boys want to go to Madras or to Delhi for the excursion ?" the headmaster asked the class-teacher.
5. "Does Diwali fall on Monday or Tuesday ?" I asked Mother.
6. "Have you had your lunch ?" the boy asked his friend.

IV Fill in the blanks with the words given

(a)	curd	busy	keeping
	clay	search	intelligent
	accused of	lodging	packed with

1. When Lucy Gray did not come home in the evening, her parents went in _____ of her.
2. Somu is very _____. Ask him a riddle and he will come out with the answer in a minute.
3. Have you watched a potter making a pot? He puts a ball of clay on a wheel and turns the wheel. As the wheel keeps turning he shapes the pot with his fingers.
4. Abdulla gave a mimicry show at the school yesterday. The hall was _____ boys. Many had to stand in the verandah.
5. If you add a little lime juice to warm milk, it turns into _____ after a few hours.
6. The visitor : Is there a good hotel here? I want _____ for the night.
Policeman : Yes, Go to Mount Pleasant Lodge near the town park.
7. The prisoner was _____ stealing a radio.
8. When Mrs. Sampath went abroad, she left all her jewels with her bank for safe _____.
9. The minister was very _____ all day and had no time to see any visitors.

(b)	sealed	approached	Chief
	trial	companions	careless
	narrated	carelessness	otherwise

1. In the old days, every village used to have a _____ or Elder. He heard the villagers' complaints and gave his decisions.
2. Father : How is my son in his mathematics ?
 Teacher : He is very intelligent, but _____. He makes very silly mistakes. I have warned him several times about his _____. Please tell him to be more careful. _____, he may fail in his examination.
3. The shopkeeper was accused of selling kerosene in the black market. The police arrested him, locked and _____ his shop, and brought him to _____ before a magistrate. He was fined two hundred rupees.
4. Ravikumar was one of a group of students who climbed a twelve-thousand-foot peak in the Himalayas. He gave a talk at our school today and _____ his own experiences and those of his _____.
5. We want to start a reading room in our village. Everyone we _____ for money liked the idea and helped us with his contribution.

V Write a paragraph on each of the following :

1. How the youngest of the thieves got the pot of gold for himself.
2. How Ramanna decided the case of the pot of gold.

LESSON 3

SULTAN SALADIN AND THE JEWISH MERCHANT

end	excuse	falsehood	favour
force	honour	inheritance	Jew
living	necessity	religion	understanding
violence			
appreciate	decide	inherit	lend
possess	praise	promise	receive
settle	weigh		
devoted	great-hearted	Jewish	miserly
noble	similar	wasteful	worthy
satisfactorily	secretly	willingly	
in full			

Saladin the Great found one day that he had spent all his treasure in wars and wasteful living. So, he was in need of a large sum of money. He was wondering whom he could ask for such a large sum. Then he remembered Melchisedech, a Jew in Alexandria, who had plenty of money.

Melchisedech was so miserly that he would never lend money willingly, and Saladin did not wish to use force without some excuse. So he thought of a trick. He sent for the Jew, received him in a friendly way, and asked him a question.



"My noble friend," he said, "I have heard from many people that you are very wise, and that you have a deep understanding of God's ways. Tell me this: which of the three religions is the true one —Judaism, Islam or Christianity?"

The Sultan thought, "If the Jew praises the Jewish religion and puts it above the religion of the Muslims, I will throw him into prison, and set him free only if he gives me the money I want."

But the Jew, who really was a wise man, saw at once that the Sultan wanted to catch him in his words. He said to himself, "A trap is being laid for me!" So he decided that he must not praise any one of the three religions above others.

Weighing his words, he said, "Noble Sultan, you have asked me a very good question. It is a question which has often been asked, but has never been satisfactorily answered. Before I can give you my answer, I have to tell you a story."

"Tell me your story," the Sultan said.

"Once there was a rich man who possessed a most beautiful ring," the Jew began. "He was so fond of the ring that he wished to do it honour. So he made it known that, before he died, he would

pass the ring on to the worthiest of his sons. The son who received the ring would inherit his wealth and be the head of the family after the rich man's death.

"One of his sons received the ring and became the head of the family. He gave similar orders about the ring to *his* sons, and at the time of his death, acted as his father had done. In this way the ring passed from father to son through several hundred years. In the end it came into the hands of a man who had three sons, all equally worthy and equally devoted to him. Each of them begged the father to leave the ring to him.

"The man loved all three of his sons equally. He promised the ring to each of them. So he got a goldsmith to make two other rings exactly like the one he had inherited from his father. The three rings were so similar that the goldsmith himself could not tell which was which. When the old man was dying, he secretly gave each of his sons a ring. So, after their father's death, each of them claimed the inheritance; and to prove their claim each of them showed his own ring. Everyone found the three rings to be so similar that no one could tell which was the true one. So the question of the inheritance could not be settled, and it has not been settled to this day.

"Noble Sultan, it is the same with the three religions given by God, our Father, to the three peoples. The followers of each religion think that they have the inheritance, the true religion, and they accuse the others of falsehood. They quarrel with violence over the question. But this question, I think, is as difficult to settle as the question of the true ring."

Saladin saw that the Jew was too clever for him. But he was a great-hearted man and appreciated the Jew's wisdom and intelligence. Leaving all tricks, he told the man of his necessity and asked for his help. The Jew gladly gave Saladin all the money he needed, and Saladin later repaid him in full. To the end of his days, the Jew enjoyed Saladin's friendship and favour.

EXERCISES

I Answer the questions.

1. Why did Saladin think of a trick to get some money from the Jew ?
2. What did Saladin want the Jew to tell him ?
3. How did the rich man in the Jew's story decide to honour his ring ?
4. Into whose hands did the ring come in the end ?
5. What did the man do to please all three of his sons ?
6. Why was it not possible to settle the question of inheritance ?
7. "This question is as difficult to settle as the question of the true ring," the Jew said at the end of his story. What was the question ?
8. How did Saladin at last get the money he wanted ?

II Look at these sentences.

- (1) Melchisedech was so miserly that he would never lend money willingly.
- (2) The rings were so similar that the artist himself could not tell which was which.
- (3) Is he so ill that he could not even write an application for leave ?

Each of these sentences can be derived by combining a pair of sentences

Sentence (1) can be derived from :

Melchisedech was very miserly
He would never lend money willingly.

Sentence (2) can be derived from :

The rings were very similar.
The artist himself could not tell which was which.

Sentence (3) can be derived from :

Is he very ill?
Can he not even write an application for leave ?

Now combine the following pairs of sentences, using *so... that*

1. The question was very difficult.
No boy was able to answer it.
2. Their village was far away.
The thieves could not hope to reach it before night.
3. The old woman was very busy.
She did not go out and ask the chief if she could give the pot.
4. Ramanna was very intelligent.
The king appointed him judge.
5. The bus was very crowded.
We were unable to get in.

6. The Jew was very clever.
He did not get caught in Saladin's trap.
7. Is the box very heavy ?
Can you not carry it ?
8. Were the questions very difficult ?
Couldn't the boys answer them ?

III Look at these sentences.

This box isn't very heavy.

I can carry it.

We can combine these using *so . . . that* and say :

This box isn't so heavy that I can't carry it.

Now combine the following pairs of sentences, as shown above.

1. This river is not very deep.
We can cross it on foot.
2. This pen is not very expensive.
I can buy it.
3. That train is not very crowded.
We can travel in it comfortably.
4. These questions are not very difficult.
You can answer them all.
5. He is not very ill.
He can go to school.

IV Study this sentence

A trap *is being laid* for me.

The verb in the sentence is in the passive voice. In the active voice, the sentence will be :

He *is laying* a trap for me.

Is being laid is the passive of the present continuous form *is laying*.

The general form of the present continuous tense in the passive voice is :
am/is/are+being + past participle of the verb

Here are some more examples.

The road is	being	repaired.
A bridge is		built.
The letters are		typed.
The votes are		counted.
I am		treated by an Ayurvedic doctor.

Now fill in the blanks in each of the following sentences with the verbs given putting the verbs in their present continuous tense (passive voice)

1. Our gate _____ red. (paint)
from Class III in some
2. English _____ States. (teach)
3. The textbooks for next year _____ in the Government Press. (print)
4. A bridge _____ across the river near our town. (build)
5. Stand up when the National Anthem _____ . (sing)
6. I can't understand why I _____ by the police. (watch)
7. Sanskrit _____ in all schools in India. (not teach)

V Match each of the sentences in A with a sentence in B.

A

The patient has been cured.
The thieves have been caught.
All the trees have been cut.
Your exercises have been corrected.
The house has been repaired.
Our cricket team has been beaten in the first round,

B

We are moving in tomorrow.
There are no trees in the place now.
We won't be playing in the next round.
They will be sent to jail.
Now, find your mistakes.
He can leave the hospital now.

VI Study these sentences.

This question *has often been asked*.

It has never been answered satisfactorily.

The verbs (in italics) are in the passive form of the present perfect tense. *Has been asked* is the passive of *has asked*. *Has been answered* is the passive of *has answered*.

The general form of present perfect tense in the passive voice is :
has/have + been + past participle form of the verb

Here are some more examples :

The schools have		closed.
The letter has		posted.
The floors have	been	washed
The road has		repaired
I have		elected secretary

Now fill in the blanks in each of the following sentences with the verbs given putting the verbs in their present perfect form (passive)

1. All the books _____ to the library.
(return)
2. The School Day _____ for the 30th of
this month. (fix)
3. This poem _____ by our Hindi teacher.
(write)
4. _____ the fees _____ by everyone" (pay)
5. It _____ by some. (pay)
6. It _____ by others. (not pay)

VII Read this sentence.

Everyone found the rings to be very similar.

This can be derived from the following sentences :

The rings were very similar.

Everyone found this.

Now combine each of the following pairs of sentences into one sentence, as shown above.

1. The car was very expensive for me.
I found this.
2. The servant was dishonest.
We found this.
3. The boy is very hard-working.
I know this.
4. This book is very interesting.
You will find this.
5. He was a fool.
We thought so.

VIII Fill in the blanks with the words given.

(a)	favour	decided	devoted	similar
	willingly	in full	appreciate	understanding
	receive	living		

Once a merchant had a donkey and a dog. One day the donkey said to the dog, "I am very _____ to our master. He puts heavy loads on my back, and I carry them very _____ for him. But he doesn't seem to _____ my devotion. Very often he beats me and has no _____ of the real affection I have for him. He forgets that he cannot make his _____ without me. You don't work like me, but you enjoy his _____ ! Sometimes you even go and sit on his lap!"

The dog replied, "I certainly enjoy our master's favour. But look, when he comes home I go and _____ him at the door-step. I wag my tail and run round him. You welcome him home in a _____ way every evening and you will enjoy his favour _____ ."

The donkey now _____ to do all that the dog had told him. When the merchant came home that evening, the donkey was at the door. He started running round him and wagging his tail. But the poor donkey only got a good beating !

(b)	lend	falsehood	end	excuse
	Jews	praised	inherited	worthy
	honour	religions	necessities	

1. A wolf and a lamb were drinking water from a running stream. "You are making the water dirty for me," the wolf said angrily to the lamb. This was a _____ because the lamb was standing down the stream. The wolf was looking for an _____ to eat the lamb.
2. Food, clothing and shelter are the chief _____ of man. Everyone needs them.
3. Judaism, Islam, Christianity, Buddhism and Hinduism are five great _____ of the world.
4. When our headmaster received the national award for teachers, several meetings were held in his _____.
5. Sambu Asari is a clever carpenter. He makes all kinds of chairs, sofas, tables, etc. There seems to be no _____ to the models he can make. Some of his models were on show in an All-India Exhibition and they were _____ highly. Sambu Asari has _____ his skill from his father and grandfather who were also skilful carpenters.
6. Jawaharlal Nehru was the _____ son of a worthy father.

7. Israel is the homeland of the _____. You can, however, find Jews in Europe, U.S.A. and other countries.
8. Raju : Will you _____ me your bicycle for a day, Ravi ?
 Ravi : By all means.

(c)	wasteful noble inheritance satisfactorily	promised force weighed	secretly settle Jewish	violence miserly possessed
-----	--	------------------------------	------------------------------	----------------------------------

1. The Russian writer, Tolstoy, wanted people to give up all forms of _____. If there was a quarrel between two parties or two persons, he wanted them to _____ the quarrel without the use of _____ and through peaceful ways.
2. Mahatma Gandhi lived in a hut in his ashram and led a simple life. A few clothes, a writing desk, a pair of glasses, a watch, were all the things he _____. He did not like _____ ways. He did not throw away even a used envelope. He put it to some use.
3. In Cochin, in Kerala, there is a famous _____ synagogue. It was built over four hundred years ago.
4. Mr. Karat is very rich. He received large properties and a lot of money by _____ from his mother's father, but he is _____. He spends very little money even on his necessities.
5. Bairam Khan, Akbar's Chief Minister, was _____ in touch with Akbar's enemies. Akbar found this out. Bairam Khan begged the Emperor to excuse him. He _____ to be faithful thereafter.
6. Mohan was ill at the time of his examinations. He was not able to answer his papers _____.
7. At one time in the course of the battle in Lanka, Ravan had lost all his weapons and was severely wounded. Sri Ram told him to go home and come back the next day for a fight. This is one of the many _____ acts of Sri Ram, in the Ramayana.
8. The shopkeeper sold three kilos of sugar to Rahim. When his mother _____ it at home, she found it was four kilos and not three. She asked Rahim to take one kilo back to the shopkeeper.

VIII Tell the story of The True Ring. What lesson does it teach ?

LESSON 4

THE CONQUEST OF THE AIR - I

advantage	airship	aluminium	atmosphere
aviation	balloon	bomb	cigar
compartment	competition	conquest	descent
disadvantage	engineer	excitement	experiment
flight	hydrogen	inventor	mid air
monk	pole	propeller	type
world			
ascend	catch fire	cheer	crash
develop	injure	steer	step
artificial	exciting	fast	huge
light	practical	successful	unsatisfactory
completely	frequently	merely	
however	meanwhile		
in all	in fact	of course	

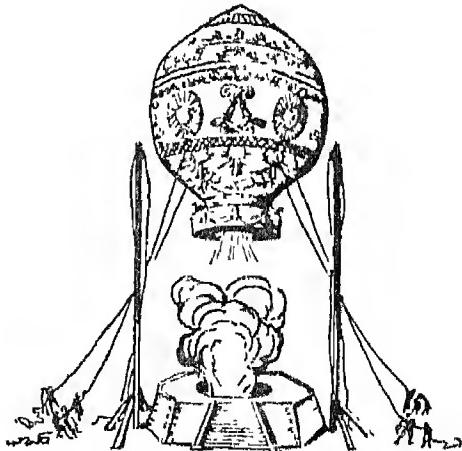
One of the earliest men who thought seriously about flight was an English monk in the thirteenth century. His name was Roger Bacon. He watched how birds flew and thought that perhaps men could also fly like birds by using large artificial wings. The great Italian artist-scientist, Leonardo da Vinci, in fact drew up a plan for a 'bird machine'. In the plan, the machine had flapping wings. The

man flying the machine was to work these wings with his hands. Leonardo never built the machine. However, we now know that a machine like that cannot fly. This is because a man's body is very much heavier than a bird's body.

Serious experiments with flight began in the eighteenth century in France. The experimenters were thinking along a new line. They were trying to fly with the help of balloons. You know that a balloon filled with hot air goes up in the sky. This is because hot air is lighter than the air of the atmosphere. Two Frenchmen, the brothers Joseph and Etienne Montgolfier, experimented with silk balloons filled with hot air. In September 1783, they sent up a sheep, a cock and a duck in a basket hung from a balloon. After a flight of eight minutes, the balloon got caught in a tree, and the rope from which the basket was hung, broke. The passengers were found to be safe; only the sheep had stepped on the cock and injured one of its wings. The experiment, which was watched by the King of France himself, caused great excitement all over Europe.

Something even more exciting took place two months later, in November of the same year. Using a large Montgolfier-type balloon, two young Frenchmen, Pilatre de Rozier and the Marquis d' Arlandes, rose up in the air. They were carried a distance of six miles across Paris; then they made a safe descent. They were in the air for twenty-five minutes. They were the first men to fly.

Soon people were going up in balloons in all parts of Europe. A scientist discovered that hydrogen could be used in balloons instead of hot air. Hydrogen has some advantages over hot air. As the hot air cools, the balloon comes down. But hydrogen, even when cold, is lighter than air. So in a hydrogen balloon one can stay up in the sky for a much longer time.



Testing of a Montgolfier balloon

Flying in balloons was, however, very unsatisfactory. The balloon could not be steered. It merely floated away with the wind. Accidents began to happen too. Balloons burst, crashed, caught fire. Pilatre de Rozier, one of the first two men to fly, was killed in such an accident; a balloon he had ascended in burst in mid air.

One of the worst accidents to a balloon took place in 1897. In that year, a Swedish engineer named S.A. Andree and two companions went up in a balloon from Spitzbergen in Norway; they were making an attempt to float across the North Pole. For years there was no news of the three men. Thirty-three years later, in 1930, their bodies were found on White Island.

E X E R C I S E

I Answer these questions.

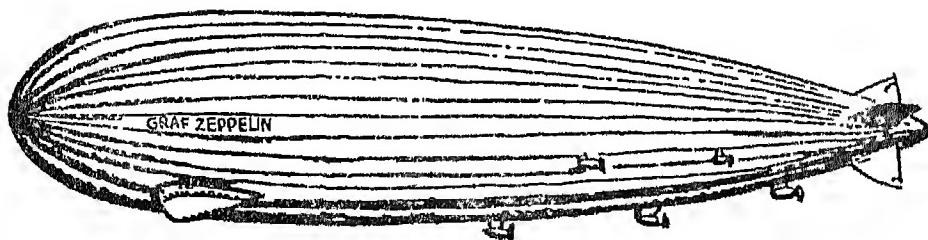
1. What did Roger Bacon and Leonardo da Vinci think was needed for man to fly?
2. Suppose Leonardo's bird machine had been built. Could it fly? Why?
3. In the 18th century scientists began to think along a new line on flying. What was the new line?
4. What did the Montgolfier Brothers start experimenting with?
5. How was the experiment of Pilatre de Rozier and Marquis d'Arlandes more exciting and successful than the experiment of the Montgolfier Brothers?
6. What advantage has hydrogen over hot air for use in a balloon?
7. Why was flying in balloons unsafe and unsatisfactory?
8. How did Pilatre de Rozier meet with his death?
9. What did the Swedish engineer, S.A. Andree, attempt to do? What happened to him?

II

Right from the start of balloon flights, the idea of a balloon that could be steered—an 'airship'—was in the minds of inventors. A French army officer named Meusnier even found out the right

shape for airship: it should not be ballshaped like a free balloon, but should be in the shape of a cigar. He also said that it should have propellers driven by engines. He was right, of course; but at the time when he wrote these things, 1784, the only type of engine known was the steam-engine. This was found to be too heavy. The first practical airship could be made only after the petrol engine was invented in the 1890's.

The man who made the first practical airship was Count Zeppelin, a German army officer. His airship was made of aluminium. It had a very large, cigar-shaped body, inside which there were compartments filled with hydrogen. It had propellers driven by petrol engines. In July 1900, the airship, to which he had given his own name 'Zappelin', was ready for flight; and he flew in it over Lake Constance. Twenty thousand people watched and cheered him as he flew.



A Zeppelin

For a time Zeppelins seemed to be completely successful. By 1910 Count Zeppelin had developed large airships which could carry passengers and goods. In the years before World War I, thousands of passengers were carried in them. During the war, the Germans used Zeppelins for dropping bombs over London.

In 1929, the huge German airship 'Graf Zeppelin' flew round the world in twenty-one days. It was later used to carry passengers between Germany and South America. It crossed the Atlantic more than 125 times, carrying 13,000 passengers in all.

But airships had many disadvantages. Because of their shape and huge size, they could not be easily controlled in a strong wind. Frequently they crashed to the ground. There was an even greater danger from fire, because hydrogen catches fire easily.

One of the worst accidents in aviation happened in 1937. The famous German airship, the 800-foot-long 'Hindenburg', was landing at Lakehurst, New Jersey (U.S.A.), at the end of a flight from Germany. As it was landing, it suddenly caught fire, and thirty-six lives were lost.

A number of such accidents brought to an end the age of airship. Meanwhile, the invention of the aeroplane had taken place. The aeroplane was smaller, faster and easier to control than the airship, and there was less danger of crashing or catching fire. In the competition between airships and aeroplanes, aeroplanes won.

E X E R C I S E S

I Answer these questions.

1. How did an airship differ in shape from a balloon ?
2. Why was the steam-engine unsuitable for airships ?
3. What invention made it possible for an airship to fly ? Describe in two or three sentences the air ship made by Count Zeppelin.
4. What were the disadvantages of airships ? (Answer in two or three sentences).
5. What was the accident that happened in 1937 ?
6. What advantages had an aeroplane over an airship ?

II Complete the incomplete statements given below, choosing the best of the alternatives.

1. A balloon filled with hot air goes up in the sky because
 - A. the air gets hotter as the balloon goes up.
 - B. the air gets cooler as the balloon goes up.
 - C. the cold air outside is heavier than the hot air inside.
2. The first men to go up in the air were
 - A. Roger Bacon and Leonardo da Vinci.
 - B. Pilatre de Rozier and Marquis d'Arlandes.
 - C. The Montgolfier Brothers.
3. It is better to fill balloons with hydrogen than with hot air because
 - A. hydrogen even when cold is lighter than air.
 - B. hydrogen is lighter than hot air.
 - C. hydrogen is heavier than air.

4. Pilatre de Rozier and Marquis d'Arlandes flew for the first time
 - A. a year after the Montgolfier Brothers sent up their balloons.
 - B. in the seventeenth century
 - C. shortly after the Montgolfier Brothers sent up their balloons
5. Zeppelins were used for carrying
 - A. passengers only.
 - B. passengers and goods.
 - C. goods only.

III Look at these sentences

A : The airship had a very large, cigar-shaped body.

B : Inside it there were compartments filled with hydrogen.

These sentences can be combined thus :

The airship had a very large, cigar-shaped body inside which there were compartments filled with hydrogen.

Note that the second sentence B has been turned into an Adjective Clause with the preposition *inside* coming before it. The subject *it* has been changed into the relative pronoun *which*.

Now combine each of the following pairs of sentences turning the second sentence in the pair into an Adjective Clause.

1. In July 1900, Zeppelin flew in his airship
He had given his own name to it
2. The rope broke.
The basket was hanging from it.
3. A friend of mine is visiting me today
I worked with him in the General Hospital two years ago.
4. My bag is missing.
I had kept all my money in it.
5. Mr. Thomas is arriving here tomorrow.
I have told you about him.
6. The horse, Boukhiphalos, came fourth!
I had bet Rs. 100/- on it.

IV Look at these sentences.

A : The balloon burst in mid air.

B : Pilatre de Rozier had ascended in it

These sentences can be combined thus :

The balloon that Pilatre de Rozier had ascended in, burst in mid air.

Note that sentence B has been changed into an Adjective Clause, that *Pilatre de Rozier had ascended in*. The preposition *in* has been put at the end of the clause. Now combine each of the following pairs of sentences, using an Adjective Clause. Put the preposition given in italics at the end of the clause.

1. That bearded man is a great artist.
I was speaking *to* him just now.
2. The book is by Pandit Lakshmi Prasad
I am going *through* it.
3. The car broke down *on* the way.
I was travelling *in* it.
4. Here is a problem
You can work *at* it the whole day
5. The school bus hasn't arrived
I am waiting *for* it.
6. The pen is my brother's.
I was writing *with* it this morning.

V Look at these sentences.

A : In olden days travel was very slow,

B : There were no cars or trains then

These sentences can be combined thus :

In olden days when there were no cars or trains travel was very slow.

Note that sentence B has been turned into an Adjective Clause, *when there were no cars or trains*.

Now combine each of the following pairs of sentences as shown above, using an Adjective Clause with *when*.

1. In the olden days the bite of mad dogs almost always caused death.
The drug which can cure dog-bite had not been invented then.
2. More than a thousand years ago Sankara travelled all over India.
There were no cars or trains then.
3. In July the temperature in some parts of India goes up to 120° F.
It is very hot then.
4. Many thieves choose the early hours of the day for breaking into houses.
Most people are soundly asleep then.
5. In 1784, the only type of engine known was the steam-engine.
Meusnier wrote about airships then.

VI Match a sentence under A with a sentence under B and join them with the conjunction *as*. Here, for an example, is the sentence made by matching the first sentence under A with a sentence from B :

As the hot air cools, the balloon comes down.

A

The hot air cools
 The sun rises higher and higher
 She was getting off the bus.
 He grew older
 The minister came out of his house.
 The headmaster entered the class.

B

He became wiser.
 The boys stood up.
 The balloon comes down.
 Several waiting people gathered round him.
 She slipped and fell.
 The shadows get shorter and shorter

VII (a) Look at these sentences

- A : The passengers were safe. (find)
 B . The passengers were found to be safe

Change each of the following sentences, into a sentence like B using the verbs given in brackets

- 1 Flying in balloons was very unsatisfactory. (find)
2. The bananas Ramu had brought were unripe. (find)
3. Ramu is an honest servant (know)
4. The old man was very weak. (find)
5. Murali is very intelligent. (consider)
- 6 The steam-engine was too heavy. (find)

(b) Make five meaningful sentences from the table below :

Some Eucalyptus trees of Australia	are known	to come	up to a height of 400 feet.
Rama	is said	to take	a bridge across the sea to Lanka.
Some trees of California	are believed	to have built	5000 years old.
The pupils	were asked	to grow	to school early on Independence Day
The patient	was advised	to be	rest in bed.

VIII Look at this pair of sentences.

They put a sheep and a cock in a basket
It was hung from the balloon

These sentences can be combined into one sentence, in this way

They put a sheep and a cock in a basket hung from the balloon

Note that the second sentence of the pair has been changed into the adjective phrase, *hung from the balloon*.

Now combine each of the following pairs of sentences in (a) and (b), as shown above.

- (a) 1. The magician put his things on a table
It was covered with a black cloth
 - 2. Mr. Prashad has bought a car
It is fitted with a radio
 - 3. Millions of poor people in India live in huts
These huts are built with mud.
 - 4. Mohan sold me the pen.
It was given to him by his uncle
 - 5. They showed us a nice house.
It was built just a year ago.
 - 6. The police picked up a knife.
It was left behind by the thieves.
- (b) 1. A French army officer found out the right shape of an airship
He was called Macmair.
 - 2. A Sanskrit poem was read on School Day
It was written by me.
 - 3. The bird fell down dead.
It was shot by Prince Devadatta.
 - 4. The shots drove away the crowd.
They were fired in the air by the police
 - 5. The stories of Tolstoy have been translated into several languages.
They were first written in Russian
 - 6. A magician is giving a show today at our school
He is known all over India for his wonderful tricks.

IX Fill in the blanks with the words given.

- | | | | | |
|-----|---------|--------------|--------|--------------|
| (a) | light | competitions | huge | types |
| | develop | advantage | merely | however |
| | world | of course | fact | disadvantage |

1. In many _____ in the field of sports, a tall man has an _____

over a short man. In running, for example, the short man has a disadvantage. His legs are shorter and so he has to take more steps to cover the same distance. In certain _____ of sports, like long-distance running, _____, the short man is not at a _____. Here, running for a long time without getting tired, is more important than _____. running. In this competition, a _____ body is an advantage, a heavy body is disadvantage. In long-distance running, most _____ champions have been lightly built men.

2. It is not enough for a student _____ to fill his mind with information. _____, knowledge of facts is important. But every student should _____ his thinking power.
3. The Boeing 747 is a _____ plane. It can carry about 400 passengers.

(b)	atmosphere	engineers	excitement
	experiments	cheer	successful
	completely	injured	crashed

1. The people who couldn't get tickets for the cricket match climbed up the trees outside the ground to watch the match. There were six men seated on a branch of a tree. In the _____ of the match, they _____ forgot that they were sitting on a branch. Once when a wicket fell, they stood up to _____. The branch _____ down and all the men were _____.
2. The smoke from motor cars and buses spoils the _____. Knowing this, automobile _____ in some countries are trying to develop a new type of motor car which runs on electricity. Their _____ with the electric car have been found to be _____. Soon these electric car may come into use

(c)	meanwhile	steers	inventor	mid air
	artificial	stepped	aluminium	frequently
	unsatisfactory			

1. Edison was the _____ of the electric lamp.
2. Man _____ on the moon for the first time on July 20, 1969.
3. Ramu lost his leg in an accident. Now he walks with an _____ leg which he got fitted in a hospital in Poona.
4. David was not promoted from Class IX to Class X because his progress was very _____.
5. _____ vessels are lighter than steel vessels.
6. Our house will be ready in a month's time; _____ we are staying with my aunt.
7. A : Do you go to the park _____ ?
B : Yes, almost every day.
8. The plane was hit by a shell fired from the grounds and was blown to

- pieces in _____.
 9. In flight, a bird _____ itself by its tail.

(d)	compartments	in all	flights	catches fire
	aviation	poles	ascend	descent
	conquest	practical		

1. There are twenty boys and eighteen girls in our class, that is thirty-eight students.
2. The age of _____ began when the Montgolfier Brothers sent up their balloons.
3. Birds are known to make very long _____, sometimes even crossing oceans.
4. After his _____ of Persia, Alexander moved on to India.
5. "There is a special _____ for women in this carriage."
6. We took three hours to _____ the hill at Tirupathi, but took only two hours for coming down.
7. The plan looks all right on paper. But it isn't _____, I am afraid.
8. You should not smoke near a petrol pump because petrol easily _____.
9. We climbed the hill near the school last week. The ascent took an hour, but the _____ took only forty minutes.
10. The _____ of the earth are covered with ice all through the year.

X Match the words under A with the words under B and make complete sentences.

A	B
A bomb	is smoked.
A balloon	pushes a plane forward.
A cigar	bursts.
A propeller	goes up in the air.

- XI 1. Describe in a paragraph the attempts made to fly in balloons before airships were invented.
 2. Write a paragraph on the work of Count Zeppelin.
 3. Say in a paragraph how airships went out of use.

LESSON 5

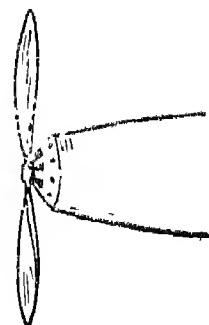
THE CONQUEST OF THE AIR-II

balance	blade	canvas	current
effect	failure	fan	glider
laboratory	model	newspaper	newspaperman
onlooker	pressure	rail	sacrifice
second	slope	step	strap
study	tube	tunnel	workshop
blow	carry on	carry out	construct
design	exist	foretell	improve
propel	publish	rotate	
accurate	aeronautical	determined	downward
interested	low	single	
thorough			
onwards	patiently	simply	steeply

I

Have you ever flown a kite? If so, you will know that you can get it up in the air by pulling it against the wind. When you do this, the pressure of the rushing air lifts it up. This is also how an aeroplane goes up in the air.

The aeroplane has a propeller. A propeller is a kind of fan with two or more blades, which is rotated by an engine. When the propeller rotates fast, it propels the plane, that is,

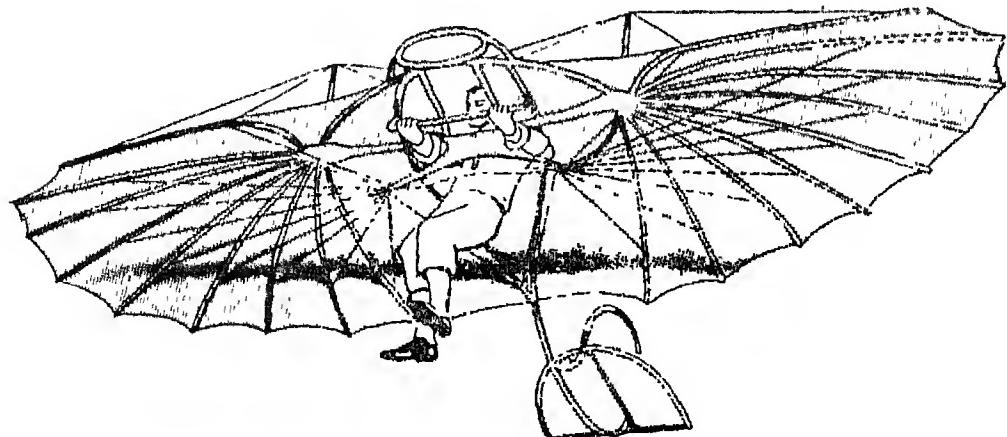


it drives it forward ; and the pressure of the rushing air against the wings lifts the plane in the air.

The man who took the first step towards the invention of the aeroplane was George Cayley, an English scientist. He invented the glider. A glider is a machine with big, broad wings like those of an aeroplane, but without an engine. When a glider is pushed off into the air from a high point (like the top of a hill), it is held up by the pressure of the air against the wings: it does not fall steeply, but 'glides' to the ground some distance away. If the glider is large and strong enough, a man can hang on to it when it is in flight. He can travel in the air hundreds of yards in this way.

Cayley's first glider was built in 1804. He foretold that, with a suitable engine to drive a propeller, a glider can be made into a 'flying machine'. But the steam-engine which was the only engine known at that time, was too heavy for this purpose. For this reason, all the steam-driven 'flying machines' which were built by various inventors were failures. The invention of the aeroplane, like that of the airship, had to wait till the petrol-engine was developed in the last years of the nineteenth century.

Meanwhile, experiments with gliders were being carried on. In



Lilienthal flying his glider

1891 Otto Lilienthal, a German engineer, built a new type of glider. It had wings which looked like the wings of a bat. It was made of

wood and canvas. There were straps at the centre which Lilienthal could hang on to, while the glider was in flight. In five years he made more than two thousand flights, sailing through the air for distances up to a thousand feet. A hundred-foot hill near Berlin was the place from where he made his long flights. One morning in August 1896, his glider lost its balance and crashed to the ground. As he lay dying he said, "We have to make sacrifices."

II

Orville and Wilbur Wright, the bicycle builders of Dayton, Ohio (U.S.A.), had always been interested in flight. Like many other inventors, they too dreamed of making a flying machine. They had heard of Otto Lilienthal's experiments with gliders. Now the news of Lilienthal's death made them more determined to try out their ideas.

First they wanted to get some experience in flying gliders. They began by making a thorough study of everything that had been written about gliders. They noted the mistakes made by earlier inventors and tried to avoid them. After three years of studying and experimenting with small models, they got ready, in the summer of 1900, their first full-sized, man-carrying glider. They chose for their tests a beach near a small village called Kitty Hawk. It was a place where the wind blew from the sea all the time. They carefully studied the effect of wind currents on the glider's flight. These studies helped them to design an improved glider; and they were back again at Kitty Hawk next summer, carrying out experiments with the new glider.

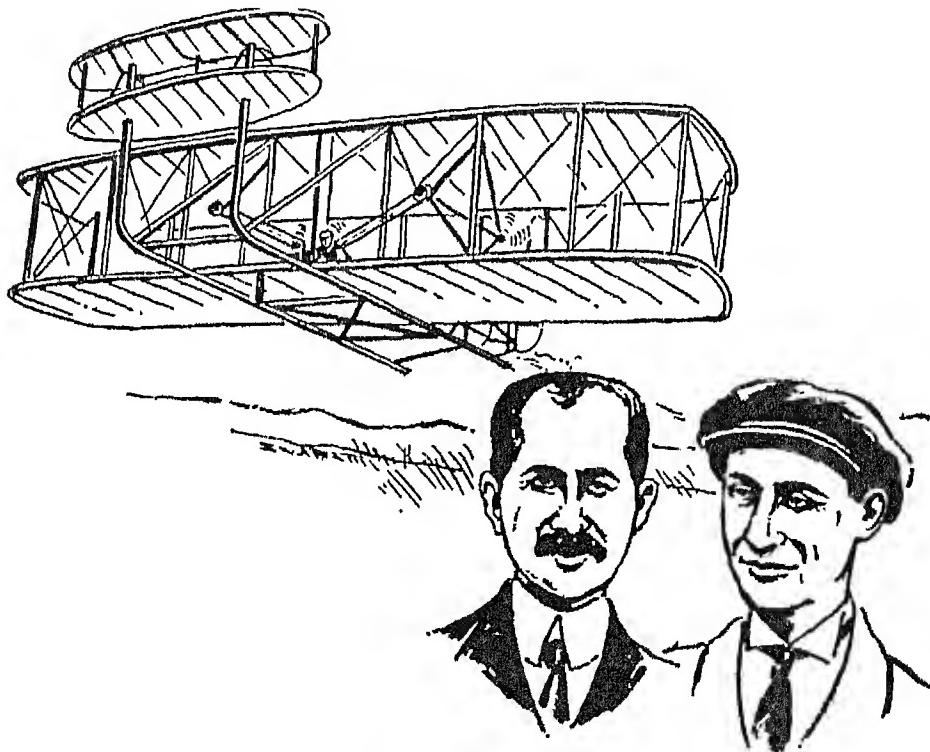
To carry on their studies further, they now made a wind tunnel in their workshop. The wind tunnel was a tube through which a current of air was driven by a fan. The fan could rotate at different speeds and send currents of different strength through the tube. By flying small models of gliders in these currents, one could find out the advantages of different wing-shapes. From the experiments with the wind tunnel, the Wright Brothers were able to make some accurate aeronautical observations.

At last the brothers thought they knew enough about gliders;

they could now go on to construct their flying machine. Fortunately for them, the petrol-engine had already been developed by that time. But they found no existing engine which was both light enough and powerful enough. They therefore decided to develop their own engine. They did this in their workshop.

In early December, 1903, their machine stood ready for its first flight on the beach of Kitty Hawk. A single rail had been laid on a downward slope, and the machine had been put in place upon the rail. It was a plane with two wings, one above the other.

Each wing, was 40 feet from end to end and the two wings were six feet apart. The engine was placed right of the centre on the lower



The first aeroplane—and the Wright Brothers

wing and the pilot had to lie flat on his stomach to the left of the centre to keep the machine in balance.

On the morning of 17th December, 1903, a cold, strong wind was blowing from the sea. A few people from the village, four men

and a boy, had come to watch the great event.

Orville climbed into the machine and lay on his stomach. He started the engine and allowed it to run for a few minutes to warm up. Then Orville pulled free the wire which held the machine to its starting-rail, and the plane shot forward into the wind. Wilber ran along with it for a few seconds, holding the wing. After running for forty feet along the rail, the plane listed. It was not a steady flight. The wind pressed it, now up, now down. After a flight of twelve seconds it landed one hundred and twenty feet from the point at which it had risen into the air.

It was a small flight, certainly; but it was an important event in the history of aviation. For the first time, a heavier-than-air machine carrying a man had gone up in the air by its own power.

But strangely enough, the news of what the Wright Brothers had achieved did not appear in any important newspaper. Only a small-town newspaper published the story. The important ones did not publish it because they did not believe that the news was true. When the Wright Brothers wrote to the U.S. Government offering them the new invention, the government paid no attention. They did not believe the story either.

Patiently, the Brothers kept working at their invention and improved their aeroplane in various ways. By 1905, their aeroplane could fly for more than half an hour at a time, covering 25 miles. In 1908, they decided to show their machine in France. At the end of the first flight in France, Wilbur, the pilot, was surrounded by the crowd of cheering onlookers. The fame that Wilbur gained in France opened the eyes of the U.S. Government. At their request, Orville flew a machine before government officers and newspaper-men. The crowd went mad with excitement when the machine left the ground.

In a very short time, aeroplanes were being made in almost every country in the West. The age of aeroplanes was on.

EXERCISES

I Answer these questions.

1. How does a kite rise in the air?
2. How is an aeroplane with a propeller lifted up in the air?
3. How does a glider travel in the air and come down?
4. What was Otto Lilienthal's glider made of? What were its parts?
5. How did Otto Lilienthal meet with his death?
6. How was Orville and Wilbur Wrights' glider different from the one Otto Lilienthal made?
7. How was Orville Wright's first flight an important event?
8. Why did the bigger newspapers not publish the flight of Orville and Wilbur Wright?
9. When did the U.S government realize the importance of the Wright Brothers' invention?

II Study the following sentences.

Have you ever flown a kite? If so, you will know that you can get it up in the air by pulling it against the wind.

In the second sentence, *if so* is a shortened Adverbial Clause. If it is expanded it will read : *If you have ever flown in a kite.*

Now rewrite each of the following pairs of sentences, using the shortened form for the Adverbial Clauses.

1. Have you bought your English textbooks?
If you have bought your English textbooks, bring them tomorrow.
2. Have you answered Question I? If you have answered it, we shall go on to Question II.
3. Will they have the meeting on Monday? If they have it on Monday, I shall not be able to attend.
4. Is the Minister bringing his wife with him? If he is bringing his wife with him, we shall ask her to give away the prizes.

III Read these sentences.

Have you bought your textbooks?

If not, you must certainly buy them tomorrow.

If not in the second sentence is a shortened form for the Adverbial Clause
If you haven't bought your textbooks.

Now rewrite each of the following pairs of sentences, using *if not* for the Adverbial Clause.

1. Have you understood the meaning of the poem?
If you haven't understood it, I shall explain it again.
2. Will you come home before 8 p.m.?
If you don't come, we will have our dinner and won't wait for you.
3. Have you done all the exercises in the lesson?
If you haven't done them, you can do them at home.
4. You must come at 10 a.m.
If you don't come, you will lose your attendance for the day.
5. Let them fix the meeting for Sunday.
If they don't, I shall not be able to attend

IV Read these sentences.

The thief had hidden the stolen articles in a certain place.

The police asked him to show them the place.

These sentences can be combined in this way :

The police asked the thief to show them the place where he had hidden the stolen article.

Now combine each of the following pairs of sentences changing the sentence in italics into an Adjective Clause with *where*.

1. *The enemy's bombs fell there.*
The captain showed us the place.
2. *Where did you see the man with a beard?*
Take me to that place.
3. There is a hundred-foot hill near Berlin.
In that place Otto made his longer flights.
4. There is a beach near Kitty Hawk.
The wind from the sea blows there all the time.
5. *I left the bag in a certain place.*
I do not remember the place.
6. *A bad accident happened here yesterday.*
This is the place.

V Fill in the blanks with the correct forms of the verbs given in brackets, as shown in the example.

Example :

The house _____ by armed guards and no thief could enter it. (guard)
The house was being guarded by armed guards and no thief could enter it.

1. We stayed in a friend's house when our house _____ . (repair)
2. He did not know that he _____ by the police (watch)
3. The child kept crying when his hair _____ . (cut)
4. Some boys were talking when the National Anthem _____ . (sing)
5. I was told by the Inspector that my complaint _____ . (look into)
6. Formerly the wild animals in our forests _____ in large numbers. Now the Government has stopped this. (kill)
7. When I was a boy rice _____ at two kilos a rupee. Now it is very expensive. (sell)
8. Before the days of trains and lorries heavy loads _____ by bullock carts. (carry)

VI Fill in the blanks with the correct forms of the verbs given in brackets, as shown in the example.

Example :

The teacher was glad that the sum _____ correctly by everyone. (do)

The teacher was glad that the sum *had been done* correctly by everyone.

1. The small-pox did not spread to our town since everyone _____. (vaccinate)
2. I was not able to get a copy of the English Reader since all the copies out. (sell)
3. The conference was a great success. Excellent arrangements by the Reception Committee. (make)
4. The boys in the hostel complained that the food properly. (not cook)
5. I did not go to the wedding as I _____. (not invite)
6. Sita sang a song of welcome on School Day. It _____ specially by our Hindi teacher. (write)

VII Fill in the blanks with the words given.

(a)	downward	balance	blade
	current	single	blew
	steer	suitable	onwards

It was a small boat. Two of us sat at one end and two of us sat at the other, to keep it in _____. We had only one oar and nothing to ____ the boat with. The strong _____ was carrying us _____. The wind hard all the time, raising waves which gave the boat, now an upward push, now a _____ push. The banks were rocky and not _____ for landing. Rowing with a _____ oar was by no means easy. If only we had a second oar !

And now something worse happened. There was a low rock hidden in the water; our oar struck against it and its _____ broke. We were completely helpless.

(b)	construct	improved	failure
	models	effect	design
	exist		

1. In the U.S.A. now houses are built from ready-made parts. You can go to the office of an engineering company and choose your house from the many _____ that you will find there. Or, you can tell them your wishes and they will _____ a house for you. They have ready-made walls, doors, and windows. It takes only a day or two to _____ a house.
2. You read about giants in stories. But in reality, giants don't _____.
3. Whenever Balu behaved badly, I punished him. But my punishments had no _____. He continued to behave badly.
4. Hamid never studies. That is the reason for his _____ in his examination.
5. Mr. Rao has come back after a month's rest at a hill-station and his health is much _____.

(c)	strap	steps	interested
	either	sacrifices	study
	thorough		

1. Ali can tell you everything about birds. This is a subject he is greatly _____ in. He has made a deep _____ of the subject and has a _____ knowledge of it.
2. I don't like a plastic _____ for my watch; I want one made of leather.
3. Our leaders made great _____ to win the freedom we got in 1947.

4. I haven't seen the Taj Mahal. My brother hasn't seen it.
5. When small-pox broke out in the town, the Municipality took quick steps to stop the disease from spreading, by getting the people vaccinated.

- | | | | |
|-----|----------|------------|-----------|
| (d) | foretell | determined | tunnel |
| | accurate | carry out | patiently |
| | carry on | | |
1. The railway engineers are building a _____ through the hill for a new railway line.
 2. When the great leader was about to die, he called his followers and asked them to _____ his work.
 3. An astrologer claims that he can _____ future.
 4. A soldier should always _____ the orders of his commander.
 5. The crane stands in the water without moving, and waits for long hours for the fish to come near it.
 6. With scientific instruments, you can make _____ measurements.
 7. Sasi has failed three times, but he is _____ to pass this year, and he is working very hard.

VIII Match the words under A with the clues or explanations given under B.

A

fan

glider

rail

slope

newspaper

laboratory

canvas

workshop

rotate

propel

publish

B

a place where experiments are made

this tells us of happenings in the world

a place where machines or things are made or repaired

turn round and round

we switch this on when we want a breath of air

the wheels of a train run on this

a machine with wings which glides down from a height

rising or falling ground

make known

a kind of rough cloth

push forward

- IX 1. Describe in two or three paragraphs the part that gliders played in the history of aviation.
2. How did the Wright Brothers' experiments with the wind tunnel help them?
3. Tell the story of the first flight made by Orville, and what the Wright Brothers did afterwards.

THE RIGHTEOUS KING

calmness	cart	caste	chariot
charioteer	countryside	courtier	disguise
dispute	extent	hatred	justice
mercy	praise	righteousness	track
virtue	wickedness		
come across	defeat	give up	mount
practise			
mild	opposite	previous	righteous
selfish	steep	willing	
make way for			

[Here is one of the Jataka Tales. These tales are about the Bodhisattva, the Buddha in his previous lives.]

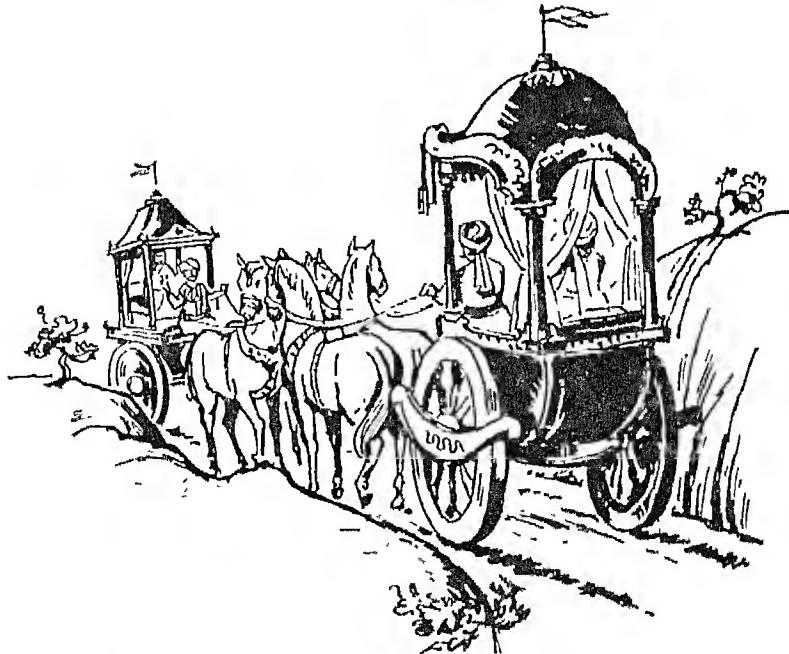
When King Brahmadatta was ruling the kingdom of Varanasi, the Bodhisattva was born as his only son; and he was named Brahmadatta after his father. After his father's death he became king and ruled the kingdom with righteousness and justice. He gave his judgements without fear or favour, love or hatred. The people were happy; they gave up falsehood, and settled their disputes without violence. And when this happened, the work in the courts grew less. On many days the judges sat all day long in the court and yet no one came for justice.

All around him, the young king heard men praising his virtues. But this only made him think, "Why do people see only my virtues? Surely, I cannot be without faults. From now on, I shall ask men to tell me only my faults. When I find what is wrong in me I shall put that away, and practise only virtue."

Brahmadatta first asked the people in his palace to tell him his faults. But neither his ministers nor any of his courtiers could find any faults in him. Then he turned to the people outside the palace, but found no one in the whole city who saw any faults in him. He then decided to go in to the countryside and ask the people there.

One day he mounted his chariot, and taking only his charioteer with him, left the city in disguise. He searched through all his kingdom, but came across no fault-finder. He only heard praises of his virtues from everyone. At last he turned back and drove his chariot towards the city.

As the chariot was passing along a cart-track with steep sides, there came another chariot from the opposite direction. The two chariots



came to a stop in front of each other. It was a narrow track and neither of the charioteers was willing to let the other pass. Neither Brahmadatta nor his charioteer knew who was in the other chariot.

“Take your chariot out of the way,” said the driver of the other chariot. Brahmadatta’s charioteer replied, “Take your chariot away. The great king Brahmadatta, the King of Varanasi, is in this chariot. Make way for him.”

The other charioteer replied, “In my chariot I have the lord of the kingdom of Kosala, the great king Mallika. Make way for my chariot.”

Then Brahmadatta’s charioteer thought, “He too has a king in his chariot! Now, who is to give way to the other?” He considered for a moment and then said to himself, “I’ll find out how old the king of Kosala is. The chariot of the younger king will make way for the chariot of the older king.”

“How old is your king ?” he shouted across to King Mallika’s charioteer. When he learnt the age of the king of Kosala, he found both the kings were of the same age. Then he tried to find out if either had an advantage over the other in the extent of his kingdom or the size of his army, in his wealth or caste or family. He found that both the kings were exactly equal in everything ! Then he said to himself, “I’ll give way if the King of Kosala is more righteous than my king.” So he asked Mallika’s charioteer, “Tell me, how righteous is your king ?”

Mallika’s charioteer said these words in praise of his king!
“Listen !

By strength he defeats the strong;
The mild by mildness,
He conquers the wicked by wickedness;
The good by goodness.

Such are the virtues of my king. Move out of the way.”

The charioteer of the king of Varanasi stood up in his chariot and said: “Listen to the virtues of the King of Varanasi.

By calmness he conquers anger;
And the wicked he conquers by mercy.
The selfish he conquers by love;
And by truth the speaker of falsehood.

Such is the nature of my king ! Move out of the way.”

When Mallika heard these words, he stepped down from his

chariot and so did his charioteer. They moved their chariot and made way for the king of Varanasi.

EXERCISES

I Answer these questions.

- 1 Why did the courts have very little work under Brahmadatta's rule?
- 2 What was Brahmadatta's object in leaving the city in disguise?
- 3 Where did Brahmadatta and the king of Kosala meet?
- 4 Why were the two chariots not able to move on at first?
- 5 Did Brahmadatta's charioteer know at first who was in the other chariot?
- 6 Why did Brahmadatta's charioteer want to know about the virtues of King Mallika?
- 7 Which of the two charioteers made way for the other in the end? Why did he do so?

II Read these sentences.

His ministers could not find any faults in him.

His courtiers could not find any faults in him.

The two sentences can be combined in this way:

Neither his ministers nor his courtiers could find any faults in him.

Now combine each of the following pairs of sentences, using *neither.....nor*, as shown above.

1. Ashok didn't come to school yesterday.
Ravi didn't come to school yesterday.
2. George doesn't drink coffee.
George doesn't drink tea.
3. Kamala didn't know the answer.
Radha didn't know the answer.
4. He wasn't helped by Bhaskar.
He wasn't helped by Karim.
5. David didn't pass the first test.
David didn't pass the second test.
6. Wasn't Pratap invited for the party?
Wasn't Sekhar invited for the party?

III Read these sentences.

Raju hasn't come to class today.

He hasn't asked for leave.

The two sentences can be combined thus:

Raju has neither come to class today nor asked for leave.

Now combine each of the following pairs of sentences, using *neither . . . nor*.

1. Mr. Misra will not lend money to anyone.
He will not borrow money from anyone.
2. Ali could not answer the riddle.
Ali could not think of a good question to ask.
3. He would not work himself.
He would not let others work.
4. I could not sit.
I could not lie down.
5. He did not apply for the job.
He did not wish to apply for it.
6. My father has not flown in an aeroplane.
He does not want to fly at any time.

IV Read these sentences.

"Did Ram or Shyam come here yesterday?"

"Neither Ram nor Shyam came."

The second sentence can be made shorter in this way.

Neither of them came.

or

Neilher came.

In each of the following pairs of sentences, give the shortened forms of the second sentence.

1. Does Kamala or Uma speak French?
Neither Kamala nor Uma speaks French.
2. Has Mr. Prasad or Mr. Shambu got a car?
Neither Mr. Prasad nor Mr. Shambu has got a car.
3. Do you know Mr. Rao or Mr. Bhargava?
I know neither Mr. Rao nor Mr. Bhargava?
4. Do you drink coffee or tea?
I drink neither coffee nor tea.
5. Which team won the match, the School Team or the Town Team?
Neither the School Team nor the Town Team won the match ; it was a draw.

V Read these sentences.

A: Do you drink coffee or tea ?

B: I drink either coffee or tea.

B can be shortened thus:

I drink either.

or

Either.

Here is another example:

A: Can I get this bag in the School Cooperative Store or Mr. Pai's Shop ?

B: You can get it either in the School Cooperative Store or in Mr. Pai's Shop.

B can be shortened thus :

You can get it in either.

or

In either.

In each of the following pairs of sentences write the shortened forms of sentence B, as shown above.

1. A: Which map of India shall I bring, the small one or the big one ?
B: Bring either the big map or the small map.
2. A: What colour shall I use for the doors and windows, green or gray ?
B: You can use either green or gray.
3. A: Which time is convenient to you, morning or evening ?
B: Either morning or evening is convenient.
4. A: Do I pay the subscription to the President or the Secretary ?
B: You can pay it either to the President or to the Secretary.
5. A: Shall I get you food from the old Taj Cafe or from the new Taj Cafe ?
B: You may get from either the old Taj Cafe or the new Taj Cafe.

VI Fill in the blanks with the words given.

(a)	come across	calmness	praise	willing
	mounted	caste	mild	sleep
	justice			

1. The Prime Minister spoke in _____ of the courage and spirit of sacrifice shown by our soldiers in the war.
2. Prithvi Raj put Samyukta on his horse, _____ it and rode away.
3. Pratap is different from his brother. Pratap has a _____ nature ; but his brother is a rough and violent man.
4. "You have written a good composition this week," the teacher said to Albert. "I didn't _____ any mistakes in it."

5. We speak of good government as Ramarajya because Sri Rama was noted for the _____ with which he ruled.
6. At Marble Rocks near Jabalpur the Narmada flows between tall and rocks.
7. The striking workers rushed into the manager's room shouting; but he faced them with _____ and courage, and listened to their complaints patiently.
8. The Hindu kings of some parts of India usually belonged to the Kshatriya _____.
9. "I shall sell you this car if you are _____ to pay Rs. 15,000."

(b)

virtues	wickedness	opposite	righteous
chariots	extent	selfish	previous

1. In a tug-of-war competition, two teams pull a thick rope in _____ directions.
2. Kassim's mind was full of riddles. He had read a book of riddles the _____ day.
3. Good people care for others and want to help them people care only for themselves and their own needs. They do not care for other people and their needs.
4. Speaking the truth, helping others, patience, keeping one's word are all _____. Speaking falsehood, selfishness, impatience, not keeping one's word are all bad qualities.
5. All religions say: "Obey God. Live _____ lives."
6. There were four divisions in the ancient Indian armies: the foot soldiers, the horses, the elephants and the _____.
7. Noubat Pahad is a hill in Hyderabad. From its top you can have a view of the full _____ of the city.
8. The Pandavas in the Mahabharata were noted for their righteousness, but the Kauravas were known for their _____.

(c)

give up	make way for	carts	disguise
practise	dispute	defeated	hatred

1. In the old days when there were no trams or motor cars, people went from place to place in bullock _____.
2. The British _____ Siraj-ud-daula in the Battle of Plassey.
3. To be able to play on any musical instrument very well, you must _____ for a long time.
4. Jesus Christ taught that we should have no _____ for our enemies but that we should show them love.

- 5 "You must _____ smoking. Doctors say smoking is bad for health."
- 6 The two neighbours had a _____ about the ownership of a mango tree which stood between their houses. Every day there was a quarrel between them.
- 7 We read that in the old days, kings went about their kingdom in _____ to see for themselves how the people lived.
- 8 The police asked the crowd to move back and _____ the minister's car.

VII Match the words under A with the meanings given under B.

A

selfish

charioteer

righteousness

mercy

cart-tracks

countryside

courtier

B

the area of a country away from a town or a city

a path made by carts

one who drives a chariot

a person attending in the court of a king

following the rules of right conduct

pity or kindness shown to someone instead of punishing him

caring only for oneself and not for others

- VIII 1. Describe in a paragraph how Brahmadatta ruled his kingdom.
 2. Write a short paragraph about the virtues of Mallika and those of Brahmadatta.

LESSON 7

ROBIN HOOD AND THE SHERIFF

apron	attempt	bill	butcher
cattle	challenge	company	evidence
hearing	highway	host	joke
keeper	landlord	leader	mood
nod	offence	pound (coin)	rule
sheriff	terror	trade	
declare	entertain	join	nod
rob			
bitter	ignorant	olden	uneasy
vain			

I

In the olden days in England, the law was very cruel. A man could be hanged for a very small offence. The sheriffs, who were the keepers of the law, were ignorant men and would hang a man on little or no evidence. Often, when a man feared some punishment from the sheriff, he would run away to the forest. In the forest, he would join the company of other men who had come there like him. Such men were called 'outlaws'. They made their living by hunting deer, and by robbing travellers on the highways.

Robin Hood was the leader of a company of outlaws who lived in Sherwood Forest. His name was a terror to rich travellers,

but he was loved by the poor, whom he saved from cruel landlords and often helped with money.

The Sheriff of the near-by town was his bitter enemy. After many vain attempts to catch Robin Hood, the Sheriff one day declared in the hearing of many people, "I am willing to give half my wealth to anyone who helps me to catch Robin Hood."

Robin Hood came to know what the Sheriff had said. He took this as a challenge. He smiled and told his followers, "The Sheriff has been looking for a chance to catch me. The poor man has waited for a long time. I will go to the town and give him an opportunity to meet me. Wait and see the joke."

So he set out for the town. On the way he met a butcher who was taking some meat to sell at the town market.

"Hello, friend!" said Robin Hood, "Where are you going with this load of meat?"

"To the town market, sir. Who are you?"

"I am Robin Hood," was the answer. The butcher was so frightened on hearing this that he nearly fell down.

Robin Hood said, "Don't be frightened. I won't do you any harm. In fact, I want to help you. I want to buy this meat, your apron and your horse. Will you sell them to me?"

Without another word the poor butcher sold them to Robin Hood and went back to his village.

Robin Hood put on the butcher's apron and took the load of meat to the town. He sold it very cheap at the market. The other butchers thought that he sold it so cheap because he had stolen it from somebody. An old butcher walked up to him and said, "Are you a butcher by trade? This is the first time I have seen you. You don't seem to know the rules of the trade. You must join us and learn the rules."

"I'm ready to learn them," Robin Hood said.

"You can stay in our company and we'll teach you," the old butcher said. "There is a dinner at the Sheriff's house tonight to which we have all been invited. You must come with us."

Robin Hood agreed and he went to the Sheriff's house that night. There he entertained all the company with his songs and jokes.

"Gentlemen," he said to them all. "Eat and drink as much as you like. I shall pay the bill."

The Sheriff who did not know that the young butcher was Robin Hood, came up to him and said, "You must be a very rich man. But tonight I am the host, and you won't pay!"

"You have guessed right," said Robin Hood, nodding. "I'm rich. I have lots of cattle. I have hundreds of them to sell, but nobody has come forward to buy even one. So I have become a butcher. I don't like the trade very much. I'll sell the whole lot for twenty pounds."

"I'll buy them all!" said the Sheriff. "Get them all to the market-place tomorrow."

"Why don't you come and have a look at the animals yourself?" asked Robin Hood.

"I'll do that," said the Sheriff with a nod. "Stay here tonight, and tomorrow we will ride out together."

II

The next morning the Sheriff and Robin Hood rode out together to Sherwood Forest. Robin Hood was singing happily on the way. At one time his voice rose very high.

"You seem to be in a very happy mood," said the Sheriff.

"Indeed I am not," Robin Hood replied. "I am singing to keep my spirits up. I am frightened of Robin Hood and his men. We are just two of us. If they attack us, how can we save ourselves?"

The Sheriff began to feel uneasy, but he did not want to show that he was afraid of Robin Hood. He said, "Don't be frightened. Robin Hood is afraid of me and he will not come so near the highway."

"But I met him here yesterday," said Robin Hood. "He wanted to buy my horse, my shirt and apron. He wanted to become a butcher."

At that moment they saw a big herd of deer in the forest. Robin Hood pointed to them and said, "Here are the cattle you wanted to buy. You can choose the best of them."

"Are you playing a joke on me? These are not cattle," said the Sheriff. "I shall ride back to town." He was about to turn back

when Robin Hood stopped him and said, "You must not go, sir. You should have dinner with me before you go." Robin Hood brought out



his horn and blew it loudly. At once a number of his followers came running to meet him. The Sheriff now knew he was in the hands of Robin Hood and turned pale with fear.

"Little John," called Robin Hood, "lead the Sheriff in to dinner." Little John was the name of the biggest of Robin Hood's followers.

The dinner was so well cooked and the Sheriff was so hungry that he ate well. After dinner he wanted to go. But Robin Hood stopped him once again and said, "Mr. Sheriff, you have forgotten two things. First you have to buy the animals; secondly, you have to pay for the dinner you just had at the Green Wood Inn."

"I have very little money on me. Just twenty pieces of gold," said the Sheriff.

Little John took the money from the Sheriff and counted it. There were exactly twenty pounds.

"Oh, Mr. Sheriff," said Robin Hood with a loud laugh. "You haven't enough money to buy the animals because you have just paid your bill for the dinner you had here. Now you may go. Thank you

for your visit. I'll come with you up to the highway."

Robin Hood and the Sheriff rode off together. At the highway Robin Hood stopped and gave the Sheriff's horse a kick which set it running as fast as it could.

EXERCISES

I Answer these questions.

- (a) 1. Why were the sheriffs feared by some persons ?
 2 Who were 'outlaws' ?
 3 How did the outlaws make their living ?
 4 Why was Robin Hood a terror to the rich people ?
 5 How did the Sheriff show that he was very eager to catch Robin Hood ?
 6 What was Robin Hood going to the town for ?
 7 How did Robin Hood get into the disguise of a butcher ? (Answer in two sentences.)
 8 Why didn't the Sheriff allow Robin Hood to pay for the food and drinks ?

- (b) 1. "Mr. Sheriff, you have forgotten two things," Robin Hood said.
 When did Robin Hood say this ? What two things had the Sheriff 'forgotten' ?
 2. Why was the Sheriff not able to buy the animals ?
 3. When did Robin Hood let the Sheriff go ?
 4. What did Robin Hood do when he and the Sheriff reached the highway ?

II Read these sentences.

- 1. The Sheriff *has been looking* for a chance to catch me.
- 2. I *have been living* in this house since 1960.

The verbs in italics in these sentences are in the present perfect continuous tense. They express actions which took place over a period of time in the past and may possibly be continuing still. For example, sentence (1) means :

Some time ago the Sheriff started looking for a chance to catch me.

He is still looking for a chance.

Sentence (2) means :

I started living in this house in 1960.

I am still living in it.

Now express the meaning of each pair of sentences below in one sentence, using the present perfect continuous tense (has/have+been+verb—ing).

1. The Americans and the Russians began to make atomic weapons many years ago.
They are making them still. (Use *for many years*)
2. Doctors all over the world started trying to find the cause of cancer many years ago.
They are still trying to find it. (Use *for many years*)
3. These girls started learning French three years ago.
They continue to learn French. (Use *for three years*)
4. Shyam started doing his homework at 7 o'clock.
He is still doing it. (Use *since*)
5. It started raining at 5 o'clock yesterday morning.
It is still raining. (Use *since*)
6. Our English teacher started teaching in this school in 1964.
He is still teaching here. (Use *since*)
7. "The poor Sheriff started waiting for me a long time ago."
"He is still waiting for me." (Use *for a long time*)

III Fill in the blanks with the phrases given

as kindly as	as quickly as	as often as
as soon as	as fast as	as much as

1. Uma goes to pictures _____ her mother allows her.
2. The boys decided to start for the picnic _____ possible.
3. When the police arrived, the thief ran _____ his legs could carry him.
4. The teacher spoke to the child _____ she could, but the child kept on crying and wanting to go home.
5. "Type this letter _____ you can. And see that you make no mistakes," said the officer to the typist.
6. During the war people freely gave _____ they could for the National Defence Fund.

IV Fill in the blanks with words given

(a)	ignorant	host	offence	mood
	declared	leader	bill	attempt
	rule	entertained	company	bitter

1. Mr. Mathur invited three of us to dinner at a hotel. Naturally, we thought we were guests and that he was the _____. But when it

- came to paying the _____, he said he didn't have any money !
2. The prisoner climbed the wall at night in an _____ to escape from the prison, but he was caught.
 3. Ramu was our _____. We always carried out his orders without question.
 4. Ramesh doesn't even know what is the capital of India; he is so _____.
 5. We enjoyed the party Mr. Gupta gave us on his birthday. The children _____ us with their songs and dances.
 6. "You can borrow only two books at a time," said the librarian to the boys. That is the _____."
 7. Ramu is my bosom friend, Gopal is my enemy.
 8. When Germany attacked Poland, Britain war on Germany.
 9. In Japan and some other countries spitting on the road is an _____ against the law.
 10. Mr. Kumar likes to be alone. He does not like _____.
 11. "Father is in a very happy _____," said Kamal to her brother.
"Let's go and ask him to buy us a carrom board."

(b)	evidence	robbed	nod	hearing
	nodded	vain	trade	uneasy
	joke	opportunity	joined	terror

1. Ravi : Why didn't Father take me with him to Delhi ?
Mother : Did he say he would take you?
Ravi : I asked him if I could come. He gave a _____; and I thought he meant 'yes'.
2. King Kamsa was a _____ to the people in his kingdom. He was such a cruel man.
3. Robin Hood played a _____ on the Sheriff by giving him a dinner and taking away all the money he had.
4. "You say that my son stole your butter. What _____ do you have to prove this?" Yasoda asked the Gopis.
5. "You must speak loudly to my grandfather. He is gradually losing his _____."
6. Even 2000 years ago Indian merchants carried on _____ with distant countries such as Rome, Greece and Egypt.
7. After leaving school Shankar _____ the army for training as an officer.
8. The doctor asked the patient if he would like to have some coffee. The patient _____ and the doctor asked the nurse to give him a cup of coffee.

9. "Last night when I was coming from the cinema, two men stopped me and _____ me of my purse and my watch."
10. It was getting to be dark and the children hadn't returned from school. The mother became _____.
11. The fox in the story *The Fox and the Grapes* made _____ attempts to reach the grapes. Then he said, "These grapes are sour."
12. "I thank your headmaster for giving me this _____ to visit your school and meet you all," the Governor said at the end of his speech

- V 1. How did Robin Hood manage to visit the house of the Sheriff ?
2. How did Robin Hood get the Sheriff to visit Sherwood Forest ?
What did he and his men do to the Sheriff in the forest ?
3. Do you like Robin Hood and his actions in the story ? Give reasons for your answer

LESSON 8

BIRBAL VISITS HEAVEN

ancestor	bribe	burial	cooperation
downfall	information	message	passage
respects	sandalwood	situation	suspicion
twinkle			
catch on	get on	get rid of	hit upon
pile	recognize	suspect	outwit
alive	appointed	jealous	secret
underground			
straight			
in return for			

Birbal was a minister at the court of Emperor Akbar. He enjoyed the Emperor's favour. The other courtiers became jealous of him and were always making plans to bring about his downfall. Once two of the courtiers got together and thought of a plan. For carrying it out they needed the help of the Emperor's barber. They got his co-operation in return for a large bribe.

One day, while he was cutting the Emperor's hair, the barber said, "Your Majesty, you are quite happy, but do you know how your ancestors are getting on in heaven?"

"How can I know that?" the Emperor asked.

"Your Majesty," the barber replied, "I have a clever friend who can send messages to heaven and get information about all that is happening there."

The Emperor thought that the barber was being foolish, but just to please him, he said, "Your friend must be very clever indeed. Ask him to send a message to heaven and find out about my ancestors."

After a few days, the barber came to the Emperor again and said, "My friend is ready to send a message to heaven, but he needs a messenger to carry it. He does not know whom to send. Not everyone can go where only good people live; only a wise man should be sent to heaven. Perhaps Birbal could go. He is the wisest man at court and the fittest for a task like this."

When the Emperor heard these words of the barber, he suspected that the barber and some others at the court were planning some harm to Birbal. But he hid his suspicion from the barber and said, "All right, let Birbal go. Ask your friend to arrange his visit to heaven."

The Emperor was curious to find out what his courtiers were planning to do and how Birbal was going to outwit them. He had great trust in Birbal's cleverness and was sure that he would escape all harm.

He sent for Birbal and told him, "Birbal, you must go to heaven as my messenger and get some information about my ancestors there."

"How is one to do that, Your Majesty?" Birbal asked. "Has anyone ever been to heaven and come back to this world?"

"My barber knows a clever man who will arrange your visit to heaven. He has planned everything for you."

"But, Your Majesty," said Birbal, "why can't he go himself or send the barber?"

"No, the barber isn't good enough," replied the Emperor. "I want a wise man as my messenger. Get ready to go."

Birbal left the palace, greatly disturbed in mind. After a day or two he was told about the plan for sending him to heaven. On the appointed day they would make him sit in a chair in the burial ground and the chair would be burnt. He would then go straight to heaven.

Birbal was able to see at once that some jealous courtiers were planning to bring about his death.

"I'm sure," he said to himself, "my friend, the Emperor, knows what these men really want to do. He is only waiting to see how I shall outwit them."

He considered the situation for a while and then hit upon a plan.



On the appointed day, in front of a big crowd, Birbal was made to sit in the chair and tied to it. Logs of sandalwood were piled on top of him and set fire to. The barber and his friends watched the flames going up. They were happy that at last they were able to get rid of Birbal.

But they had really not got rid of him. Long before the burning took place, he got a secret underground passage dug from his house to the burial place. Before the fire caught on, he slipped through this passage and was back in his house.

Three weeks passed. Meanwhile, Birbal found out who were the makers of the wicked plan. Then one day a man with a beard appeared before the Emperor in the presence of his courtiers. It was Birbal! Everyone there rubbed his eyes in wonder.

Akbar stood up and received him with open arms. Then with a twinkle in his eyes, he asked Birbal, "How are my ancestors in heaven?"

"They are happy and fine," said Birbal. "But....."

"But what?"

"Oh! It's not very important, Your Majesty."

"But I must know what it is."

"Your ancestors have no barbers in heaven and they want one immediately. Their beards are very long and touch the ground. You won't recognize them if you see them. Sometimes they step on their beards and fall over."

"We will send our own barber to them," said Akbar.

"That's not enough, Your Majesty," said Birbal. "You should also send your respects to your ancestors through some of your courtiers!" And he mentioned the names of the courtiers who had planned to kill him.

"All right," said Akbar. "They will go with the barber to heaven."

And they did.

E X E R C I S E S

I Answer these questions.

1. Why were the Emperor's courtiers jealous of Birbal?
2. What were the courtiers trying to do to Birbal?
3. How did the courtiers get the barber's cooperation for their plan?
4. What did the Emperor think of the barber at first?
5. "Ask your friend to send a messenger to heaven and find out about my ancestors," said Akbar to his barber.
 - (a) Did the Emperor really want a messenger to be sent to heaven?
 - (b) If not, why did he say this to the barber?

6. What reasons did the barber give for choosing Birbal as the messenger ?
7. What did the Emperor think of the barber now ?
8. Why did Akbar agree to the plan of Birbal's enemies ?
9. What arrangements did the barber and his friends make on the appointed day ? (Answer in three or four sentences.)
10. How did Birbal escape death ? (Answer in two or three sentences.)
11. "We will send our own barber there," said Akbar.
 - (a) Where did Akbar want to send the barber ?
 - (b) What was Akbar's real reason for asking the barber to go ?

II Make five meaningful sentences from table A using the clues given under B.

A

Principal Clause		Adverbial Clause
1. I must have dropped my pen		the four roads met.
2. The beggar sits		you sat yesterday.
3. The accident took place	where	the climate is cool.
4. I like to live		many people pass by.
5. Go and sit		I was playing

B

1. I was in the playground.
2. He hoped to get more money there.
3. Vehicles come here from all sides.
4. It should not be hot there.
5. Don't change your place.

III Fill in the blanks with the prepositions given. Use each preposition more than once.

with

at

by

1. My father is being treated _____ Dr. Karunakar.
2. Everyone at home is pleased _____ his treatment.
3. The doctor is surprised _____ the rapid improvement my father has shown.
4. The school was inspected _____ the District Educational Officer last week.

5. The D.E.O. was pleased _____ everything he saw at the school.
 6. Everyone was surprised _____ the boy's cleverness.
 7. The door was fitted _____ a new handle
 8. When the sailors saw two birds flying over the sea, they were filled _____ the hope that land must be near.

IV Pick out from column B the word or phrase which gives the meaning of each word in column A. Choose the best of the alternatives given

A	B
courier	(a) a man who seeks the love of a woman (b) a man attending at a king's court (c) a judge
sandalwood	(a) a kind of footwear (b) wood commonly used for making a fire (c) a kind of sweet-smelling wood
burial	(a) a load carried by a man (b) the act of putting a dead body in a hole in the ground (c) a piece of land where no trees grow
landlord	(a) a man who owns land or houses and rents them out (b) the king of a country (c) the commander of a land army
cattle	(a) a pot for boiling water (b) a baby's toy which makes a sound when shaken (c) cows, oxen, etc.
ancestor	(a) elder brother (b) a very old person (c) a person from whom one's father or mother is descended

V Fill in the blanks with the words given.

(a) messages	alive	downfall
information	recognize	situation
appointed	cooperation	bribes
1. Yahya Khan's _____ was the result of his losing the war with India.		

2. The officer was dismissed for taking _____ Once he took money from both the parties in a dispute!
3. The _____ about the plane accident was given to the police by two villagers.
4. When we were in the town seeing places, my pocket was picked and I lost all my money. I was in a difficult _____. I had to sell my watch to find the money to return home.
5. "I need the _____ and help of all of you in my work," said the newly elected secretary to the members.
6. With the help of the telegraph we send _____ to distant places quickly.
7. After a number of years I met my friend, Kumar, at a cinema. I did not _____ him at first, because he had changed a lot.
8. The marriage of Maya and Harsh was fixed for the 20th of last month. But it did not take place on the _____ day because Maya's father fell ill.
9. The king angrily shouted to his soldiers! "Bring me the robber dead or _____."

(b)	suspected	piling	twinkle	caught on
	brought about	secret	outwits	suspicion
	jealous			

1. There was a wind blowing; so the fire _____ fast and a large number of huts were burnt down.
2. Cinderella was a poor girl. A prince married her. Her sisters, who were wicked, became _____ of her and tried to do her harm.
3. When his enemies attacked the palace, the king escaped through a _____ passage.
4. Mrs Prasad's diamond ring was missing. The police came. They _____ Mrs. Prasad's maid-servant. But Mrs. Prasad told them, "I don't have any _____ about my maid-servant. She is a very honest person."
5. A: Can you tell a star from a planet by looking at them?
B: Yes, I can. A star has a _____. A planet hasn't.
6. In the story you read in Lesson I, Kassim _____ Ali in the end.
7. The Buddha met a robber chief in the forest. By his love and words of advice he _____ a change in the robber chief. And the robber became a good man.
8. In the forests of Kerala, elephants are used for lifting and _____ up heavy logs of wood.

(c)	respects	straight	get rid of
	in return for	get on	hit upon
	underground	passages	

1. An aeroplane runs some distance on the ground before it takes off. But a helicopter can rise _____ up from the ground.
2. The monkeys picked up the caps from the cap-seller's basket and went up the trees. "How can I get my caps back?" the cap-seller said to himself. Then suddenly he _____ a plan, to get the caps back. You all know what the plan was.
3. Mr. Bhaskar is a clever man. He knows how to _____ with all people. "Let's elect him our secretary," one of the members of the Town Club said.
4. London and Paris have _____ railways. The stations are also under the ground.
5. "I have come to see you and pay my _____ to you, Sir," said Sohan to his headmaster.
6. In the story of *The Lion and the Mouse*, the mouse helped the lion to escape from the hunter's net. _____ the kindness which the lion had shown him earlier.
7. In big cities there are in many places underground _____ for people to cross from one side of the road to the other.
8. The doctor said to the fat patient, "You must _____ some of your fat by taking exercise every day and by eating less rice."

VI Answer the following, each in two paragraphs.

1. How did Birbal's enemies try to get rid of him?
2. How did Birbal outwit his enemies?

LESSON 9

COLUMBUS DISCOVERS AMERICA—I

compass	crew	criminal	destination
doorway	fortune	hell	hope
interest	needle	punishment	repair
riches	route	rudder	ruin
seaman	seaweed	voyage	
comfort	demand	describe	encourage
explore	fit	force	observe
persuade	rebel	set sail	succeed
take heart	turn out (to be)	undertake	warn
deadly	false	imaginary	known
soft	terrified	unknown	unthinkable
westernmost			
at last			
so far			

In the fifteenth century, European seamen were trying to find a sea-route to India. Portuguese ships tried sailing down the west coast of Africa, with the hope of finding a sea-route around that continent. Vasco da Gama succeeded in this plan, in 1498.

Earlier, a Genoese sailor named Christopher Columbus, came up with a new idea. His plan was to sail West. If the earth was shaped like a ball, he argued, one could reach the eastern lands by



sailing far enough west. Of course, no one had so far reached the east in this way. But he offered to undertake the voyage, if someone would give him ships and men.

The king of Portugal showed no interest in this plan. He did not think it would succeed. So Columbus went to the court of Spain. There, he persuaded the King and Queen of Spain to give him ships. He was given three ships and asked to get them ready in the port of Palos.

But when Columbus tried to collect a crew, he found that he could not persuade sailors to go with him. They were frightened by the idea of such a long voyage into a completely unknown sea. Though Columbus promised them rich rewards, not many came forward. In the end, he had to collect beggars and criminals from prisons and force them to join the crew.

On Friday, the 3rd of August, 1492, Columbus set sail. His first destination was the Canary Islands. For the Europeans of the time, these islands were the westernmost point of the known world. Beyond them lay the great unknown ocean. No one had explored it, or sailed very far out on it.

In the minds of the common people these seas were filled with all kinds of imaginary dangers. Some thought that the doorway to hell lay open there. Others, again, thought that somewhere in these western seas, the world came to an end. Some believed that there were huge sea-snakes in these waters, whose bite was deadly.

On the way to the Canary Islands, one of the ships, the *Pinta*, lost her rudder. This was perhaps no accident, but the work of some of the crew who did not want to take part in the voyage. Columbus had to stay some time at the Canary Islands for the ship's repair. The *Pinta* was fitted with a new rudder and then they set sail again.

From now on, they were in completely unknown seas. They sailed on and on. There seemed to be no end to the waters. And as the days went by, the fears of the sailors grew. On the eighth day, they saw two birds flying over the sea. This gave them the hope that land was near; but this hope turned out to be false.

Then, all of a sudden, they came upon a strange kind of sea. Its surface was thick with seaweed. This sea of seaweed, called the Sargasso Sea, covers an area seven times the extent of France. Seeing it, the sailors were terrified. But when they saw that the ships cut their way through this seaweed easily, they took heart again.

But soon something happened which caused even greater terror. The needle of the compass, which should point north, was now pointing north-west! When this was observed, the crew demanded that the ships should immediately turn back home.

Columbus, however, would not agree. For him, to sail back now was unthinkable. It would mean the ruin of his life and fortunes. He was determined to succeed and to go on till the end.

The frightened crew did not know what to do. Some thought that the best plan would be to throw Columbus into the sea; then they could go home.

Columbus knew what was passing in the minds of his men. Every day he went among the crew and tried to encourage them, and to win their friendship by talking to them. One day he comforted them with soft words; another day he described to them the great riches each of them would win when they reached India.

Sometimes he warned them of the punishment given to sailors who rebelled against their captain at sea. In this way, from day to day he drew them onwards, promising them that land would be seen very soon. And yet, though they sailed on and on, there was no sign of land.

E X E R C I S E S

I Answer these questions.

1. "Vasco da Gama succeeded in this plan, in 1498." What was the plan ?
2. What led Columbus to think that one could find a sea-route to India by sailing west from Europe ?
3. What stopped Columbus from sailing at once after getting the ships ?
4. What kind of people made up Columbus's crew ? Why ?
5. What dangers did people imagine in the seas beyond the Canary Islands ?
6. Why did Columbus stop for some time at the Canary Islands ?
7. "This hope turned out to be false."
 - (a) What was the hope ?
 - (b) How did the sailors come to have the hope ?
8. At what point during the voyage did the sailors demand that the ships should turn back home ?

II Read this sentence.

Columbus promised his sailors rich rewards, yet not many came forward to sail with him.

The meaning can also be expressed thus :

Though Columbus promised his sailors rich rewards, not many came forward to sail with him.

The clause in italics is an Adverbial Clause of Concession. You can use *although* in place of *though*.

Rewrite the sentences given below using *though/although* and underline the Adverbial Clause.

1. He is only thirteen years old; yet he has passed the Matriculation examination.

2. My watch is a cheap one; yet it has been keeping good time for the last ten years.
3. My servant is lazy; yet I keep him because of his honesty.
4. She was very tired; yet she kept working.
5. I have read this poem several times; yet I can't understand it.
6. Some people are very rich; yet they are not happy.
7. There was no sign of land; yet they sailed on and on.

III Read these sentences.

Columbus wanted to find a new sea-route to India. That was his aim in sailing west.

We can combine the two sentences thus :

To find a new sea-route to India was Columbus's aim in sailing west.

Now combine each of the following pairs of sentences, as shown above.

1. Alexander the Great wanted to conquer all the known world.
That was his aim in life.
2. He defeated all those who fought him.
This was easy for him.
3. He honoured courage and heroism in his enemies.
This gave him great pleasure.
4. He did not ill-treat any of his conquered enemies.
This was not in his nature.
5. You can take a horse to water.
This is easy.
6. But you can not make it drink.
This is difficult.
7. You can cut down a tree.
This does not take a long time.
8. You can grow a tree.
But this takes several years.
9. Serve the poor.
That is to serve God.
10. We should grow more food.
That is the need of the hour.

- IV From the table below make six sentences referring to events in the stories you have read. Here is one of the sentences given as an example :

Columbus expected to reach India by sailing west.

1. He	decided		give Ali ten marbles.
2. Akbar	agreed		discover a new sea-route to India.
3. The countries	wished	to	reach India by sailing west.
4. Kassim	promised		ask the Jew.
5. Columbus	expected		send Birbal to heaven.
6. Columbus	tried		bring about Birbal's death.

- V Fill in the blanks with the words given.

(a)	needle	hope	demanding
	observe	coast	ruin
	describe	soft	route
	punishment		

1. The workers have gone on strike. They are _____ higher wages.
2. My brother has failed six times in the Intermediate examination. He won't take the examination again. He has lost all _____ of passing it.
3. Madras can be attacked by ships because it is on the sea _____.
4. A crowd had collected at the scene of the accident. A policeman came up and asked one of the men in the crowd, "Can you _____ how the accident happened?"
5. He has committed a serious crime; so he should be given severe _____.
6. "I want to sew these buttons on this coat. Can you get me a _____ and some thread?"
7. Marco Polo first went to China by a land _____ across Central Asia, but he returned home by sea.
8. Drinking too much brought about the _____ of Mr. Bhatia's health.
9. Iron is hard, but silk is _____.
10. You must _____ a thing carefully, before you can describe it.

(b)	at last	succeed	deadly	false
	persuade	unthinkable	took heart	terrified
	undertook	so far	imaginary	rebelled

1. The bite of a cobra is often _____. It kills a man within a few minutes.
2. The boy was _____ when a big dog rushed at him barking.
3. My son left for Delhi ten days ago. I am worried because I haven't heard from him _____.
4. "What you read in this book is a true story. It is not an _____ one."
5. Our school football team this year is very strong. It is sure to win the inter-school cup this year. Its defeat is _____.
6. Our school football team was playing against the Town Club. By half time the Town Club had scored two goals and our players were beginning to lose heart.

"Don't give up," we all shouted. "Fight!" Our players _____ again, played well, and won the match.

7. Mr. Sampath was unwilling to be Chief Minister. But all the M.L.A.'s met him in a body and tried to _____ him to take up the office. At first they did not _____, but they did not give up. They met him again and again. They _____ to give him every cooperation and to act according to his wishes. _____, Mr. Sampath agreed to be Chief Minister.
8. The people _____ against the king only when his rule became unbearable.
9. No one was able to recognise the policeman who was disguised as a *sanyasin*. He wore a _____ beard and yellow clothes.

(c)	fitted repair riches	hell interest	explore encouraged	force doorway
-----	----------------------------	------------------	-----------------------	------------------

1. The cave was dark. "If you will give me a torch," I said, "I'll _____ the inside of the cave."
2. We did not have much hope of winning the match, but the boys _____ us and we won.
3. I have _____ my bicycle with a new dynamo lamp. But the brake needs _____; it is not working well.
4. "Please don't stand in the _____. Either go in or come out."
5. Mr. Ali was a rich man. But with all his _____ he was not happy.
6. Moosa often cuts classes. He does not do his homework. He has no _____ in his studies.
7. "Those who do good actions will go to heaven after their death; but those who do evil actions will go to _____", said the old woman to her grandson.
8. "Don't _____ the child to eat if he is not hungry."

- (d) unknown destination warned fortune
all of a sudden turned out set sail known
comfort

 1. Mr. Bharatan took up some contracts during the war and made a big . They say he has properties worth thirty lakhs.
 2. The child was crying because she had broken her toy. Her father tried to ... her by saying that he would buy her a new toy
 3. Gandhiji's march to Dandi for the salt satyagraha took place in 1930. Before that Dandi was an ... village. But since then Dandi has become ... all over India.
 4. When the main actor in the play fell ill, another man was asked to act in his place. The new man ... to be even better than the old one.
 5. The ship ... from Calicut, carrying goods to the Laccadive Islands. A few hours after leaving Calicut the ship ran into a storm and began to roll. The sailors tried their best to save the ship, but ... lightning struck the ship. It caught fire and sank
 6. I sent some apples to my sister in Delhi. When the basket reached its ... it was found empty!
 7. The Police Inspector ... the crowd that force would be used if they blocked the road

VI Match the words under A with the meanings under B.

A	B
compass	a journey by ship
crew	one who commits a crime
seaweed	an instrument used on ships to show direction
voyage	a coastal town with a harbour
rudder	a kind of plant which grows in sea-water
sailor	all the men working in a ship
port	seaman
criminal	a flat wooden or metal piece at one end of a ship, for steering

VII Write a paragraph on each of the following

1. How Columbus succeeded in setting out on his voyage.
 2. The difficulties that Columbus had with his crew.

LESSON 10

COLUMBUS DISCOVERS AMERICA-II

affection	board	candle	copper
cross	deck	doubt	existence
flag	forgiveness	gratitude	group
interior	member	pension	shore
thanks-giving	warmth		

admire	carve	owe	realize
recover			

almighty	close	disappointed	level
royal			

privately

come upon

At last came the 11th of October, and with it some very clear signs of land. On that day the crew recovered from the sea a table-board and a carved stick. Also, the men in one of the ships saw a branch of a tree with fruit on it, floating by.

Long after the sun had gone down upon the sea, Columbus stood on the deck of the ship, looking towards the west. At ten o'clock, he thought he saw a light. Privately, he called to him Pedro Gutierrez, a faithful member of his crew and showed it to him. They called a third man, who also, with some difficulty, was able to see the light. It appeared like a candle that went up and down.

There was no doubt that it was a real light, and that it came from land. From the deck of one of the ships, at two o'clock in the morning, land was first seen by Rodrigo de Triana.

The King and Queen had promised a pension of ten thousand copper coins to the fortunate man who saw land first. But it was not Rodrigo who got the reward. The pension, when it was given later, went to the admiral, Columbus. Disappointed, Rodrigo went away to Africa and became a Muslim.

On the morning of Friday, 12th October 1492, Columbus, carrying in his hand the royal flag of Spain, stepped on to the level shores of the small island they had reached. It was a pleasant island, like a garden full of trees. The other captains followed him, each carrying a flag with a green cross upon it. The crew came after them. All along the shore stood the simple islanders, looking on with wonder.



The voyagers fell upon their knees and offered their thanks to Almighty God. After this, the members of the crew, who had

earlier made plans against the admiral, came up to him and asked his forgiveness. They told him how much they admired him and how much gratitude they owed him. Columbus freely forgave them and spoke to them with warmth and affection.

For more than two months, Columbus explored the sea around. He came upon some more islands. He believed that these were a group of islands lying to the east of India; so he called the islands 'The Indies'. During a later voyage, he touched the coast of Central and South America. He sailed down the coast, rightly guessing that this was a continent, but did not explore the interior. He believed that this was India.

Columbus made four voyages in all across the Atlantic. To the end of his days he did not realize the true nature of his discovery. He looked upon himself as the discoverer of a sea-route to India. But, in fact, he had done something much more important. He had discovered the existence of a new continent. He had discovered the New World.

EXERCISES

I Answer the following questions.

1. What signs of land did Columbus and his men see from their ship ?
(Answer in two or three sentences.)
2. "But it was not Rodrigo who got the reward."
(a) Who was Rodrigo ?
(b) Who had offered the reward ?
(c) What was it for ?
(d) Who got it in the end ?
3. How long did Columbus and his men sail before they reached land ?
4. "Columbus freely forgave them and spoke to them with warmth and affection."
(a) Who did Columbus forgive ?
(b) What wrong had they done to Columbus ?
(c) When did they ask Columbus's forgiveness ?

5. Why did Columbus call the islands he had discovered 'The Indies' ?
6. Why was Columbus's discovery specially important ?

II Fill in the blanks with the words given.

(a)	warmth	groups	owes	member
	recovered	gratitude	forgiveness	

1. I sold my radio to Mr. Piasad for Rs. 350. He has paid me Rs. 200. He _____ me Rs. 150 still.
2. The servant admitted that he had stolen the gold chain. He said that he had thrown it into a well. He fell on his knees and asked for his master's _____. "Don't hand me over to the police," he cried. The chain was later _____ from the well.
3. The people of Delhi welcomed Sheikh Mujibur Rehman, the Bangla Desh leader with great _____ and rejoicing when he arrived in Delhi on 10th January 1972.
4. "I have given Mr. Patil a lot of help. But he has no _____. He speaks ill of me now."
5. Mr. Swarup has won the election. He is again a _____ of Parliament.
6. After lunch we formed ourselves into _____ and played games.

(b)	came upon	interior	close	affection
	admire	shore	carved	

1. Both Gandhiji and Jawaharlal Nehru had great _____ for children and loved to be in their company.
2. Carrying an electric torch I entered the dark cave and explored its _____.
3. If you go to Mahabalipuram near Madras, don't fail to see the five stone chariots there, called the chariots of the Pandavas. Each of these has been _____ out of a single stone.
4. When a ship comes to port, the sailors go on _____ for some time.
5. Prof. Das is young, handsome and intelligent. All his students _____ him greatly.
6. The headmaster of our school lives in a house _____ to the school.
7. The children who were digging the ground for fun _____ a pot full of gold and silver coins !

(c)	level	disappointed	realized	doubts
	almighty	privately	existence	

1. Mr Rajgopal has been _____ informed that he has been selected for the Manager's post. But he has not heard officially about this.
2. A football ground should be _____ without any ups and downs.
3. There is no greater power than God and there is nothing. He cannot do. God is _____.
4. I was sure that I would get the first rank in the examination. But I got only the second rank. I was greatly _____.
5. In his younger days Mr Bhargava did not believe in the _____ of God. One day he met a great sage; the sage removed all his _____ and he started believing in God.
6. When Columbus's crew reached land they _____ that they had done great wrong to their leader and asked his forgiveness.

III Match the words given under A with the clues given under B.

A

copper
deck
board
candle
pension
cross (n)
royal

B

This is given to a man who has retired
Jesus Christ died on this.
relating to a king or queen.
Electric wires are usually made of this metal
a long, thin, flat piece of wood
a floor of a ship
a round stick of wax with a wick through it.

IV Describe in a paragraph the events that happened on the last days before Columbus and his men stepped on land.

LESSON 11

A CARAVAN CHIEF

camp	caravan	flap	follower
liquid	native	noon	palm
plate	saddle	shame	stranger
attend to	mend	spare	
put (someone) to shame			

John Ramson was going to Baghdad with a caravan of twenty camels. The Chief of the caravan was a tall, strong native, a man with a look of intelligence on his face. His name was Ahamad Ali. His word was law to the nineteen men in the caravan and they obeyed him without question.

John Ramson had with him a leather bag in which he kept one hundred pieces of gold. He counted the money every day during his journey to make sure that the money was safe. One day he found his box opened and the bag gone.

Ramson told Ahamad Ali about it. The Chief thought about it for a few minutes. Then he said, "We are not moving camp today. We will stay here for the day. The saddles have to be mended and we have to attend to two or three donkeys that have lost their shoes. I will see that you get your gold back before the evening. Please go and have a rest."

Then the Chief went into his own tent and closed its flap. All through the long morning hours, he was not to be seen around the camp. At noon when Ramson went to find Ali he found the flap

of his tent still closed. Ali had asked his people not to disturb him. When he came out of the tent it was almost sunset. He ordered his dinner.

After dinner he sat on a big box in the centre of the camp and asked Ramson to sit by his side. He called all his followers and asked them to sit in a line in front of him. The followers immediately obeyed him. They sat in silence for five minutes. Then Ahamad Ali said to his followers, "You have put me to shame before this stranger by stealing his money. I will find out the thief right now."

He pointed towards his tent and continued, "You see that the flap of my tent is closed. There is a plate inside the tent which will help me to find out the thief. Each one of you must go into the tent and touch the plate. If an innocent man touches it, he will not be harmed. But if the thief touches it, his hand will get caught in it. This way we will find out the thief."

All the men went into the tent one after another, came out and sat in a line as before. Nobody's hand had been caught in the plate.

Ahamad Ali went to each one of them, bent down and smelt his palm. When he came to the twelfth man he stood holding that



man's palm to his nose for some time. Then he said, "You are the thief. Go and bring the gold; if you don't I will kill you right now."

The man fell on his knees and begged his Chief to spare his life. "I give you three minutes to bring the gold here," Ahamad Ali said. The man went to the place where he had hidden the bag of gold, took it out and ran back to the Chief and gave it to him. Ahamad Ali returned it to Ramson.

When all the people had left, Ramson asked Ahamad Ali how he had found out the thief. He said that he had put on the plate a liquid with a strong smell. All except the thief had touched the plate, and their palms gave out the smell.

EXERCISES

I Answer the following questions.

1. "I will see that you get your gold before evening," said Ahamad Ali.
 - (a) Whose gold did Ahamad Ali undertake to get back ?
 - (b) What had happened to the gold ?
 - (c) Why did Ahamad Ali undertake to get it ?
2. "If an innocent man touches it, he will not be harmed; if the thief touches it, his hand will get caught."
 - (a) What does *it* stand for ?
 - (b) What was the speaker trying to do ?
 - (c) Did anyone's hand get caught ?

II Read these sentences.

The house was locked.

I found it so.

We can combine the two sentences thus:

I found the house locked.

Now combine each of the following pairs of sentences, as shown above.

1. The gate was closed.
We found it so.
2. Her name was called.
Padma heard it.

3. The poem was read aloud by the pupils.
The teacher heard it.
4. The bag was gone.
Ramson found it so.
5. The flap of the tent was still closed.
Ramson found it so.
6. The work was completed.
We found it so.
7. The hall was packed.
We found it so.

III Combine each of the following pairs of sentences as shown in Exercise II.

Example:

- (a) His box was locked.
He kept it so.
He kept his box locked.
- (b) The plate was covered.
He left it so.
He left the plate covered.
1. Her trunk was unlocked.
She left it so.
 2. Shanker's work was unfinished.
He left it so.
 3. The windows were closed.
We left them so.
 4. The milk was uncovered.
The servant left it so.
 5. The food was untouched.
Father left it so.

IV Make five sentences from B to match the sentences under A.

A

1. I went to see Mr. Das, but could not see him.
2. Mother did not like the chappatis.
3. There was a fly in the coffee.
4. The doctor put a few drops of medicine into my eyes.
5. "Please stop beating that boy," I said.

B

1. I found his house	covered.
2. She left the chappatis	beaten.
3. I had forgotten to keep it	shut for five minutes.
4. He asked me to keep my eyes	locked.
5. I could not bear to see the boy	untouched.

V Fill in the blanks with the words given.

mend
flap

attend to
got caught

stranger
spare

shame
followers

1. Mrs. Das works in an office. But she wants to stop working because she gets very little time to _____ her children at home.
2. Little children go about without clothes, because they are too young to have any feeling of _____.
3. "Have mercy on me and _____ my life," the mouse said to the lion which had caught it.
4. Ramu was always the leader of our group; we were all his _____.
5. Kittu said to the tailor, "I want a _____ to my shirt pocket. Then I can keep money in it safely."
6. "You need not buy a new pair of shoes. Take this one to a cobbler; he will _____ it."
7. The mouse went into the cage and touched the food. Immediately the trap closed and the mouse _____ in the trap.
8. A: Can you tell me the way to the Town Hall, Sir?
B: I am sorry. I am a _____ to this town. I arrived here only yesterday.

VI Match the words under A with their meaning under B.

A

B

caravan	inner part of the hand between the wrist and the fingers
palm	place where people stay for a short time in tents
liquid	the middle of the day
saddle	a flat dish from which food is eaten

camp	substance like water or oil
noon	group of people making a journey across a desert with camels
plate	a leather seat on horse

VII Describe how Ahamed Ali succeeded in finding the thief.

[Begin: Ahamed Ali called his followers.]

LESSON 12

ANTS

ant-hill	aphid	beans	beetle
bit (=piece)	bug	cliff	column
community	creature	farming	foothold
fungus	greenfly	human being	incident
livelihood	manner	nest	portion
pound	prey	progress	python
slave	spider	umbrella	

chew	communicate	feed	form
hatch	milk	march	peep
place	stroke	swallow	

fierce	fixed	following	human
smooth	steep		

backward gently

including

on the move

I

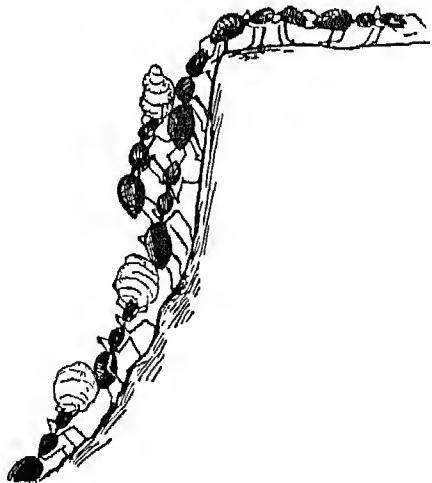
The following incident was observed by a scientist who was making a study of ants.

A number of ants were down in a pit, where they had killed some bugs and other insects for food. They now tore up these insects into small bits and began carrying them up the wall of the pit. This was difficult work for them. The sides of the pit were steep, and each ant was carrying about one and a half times its own weight. Think of a man who is carrying a weight of two hundred pounds up a cliff. The work that each ant in the pit was doing was similar to that. The ants went about their work in this manner: while some carried up the bits of insects, others went in front and cleared away any sand or small stone which was in the way. These others, again, placed themselves at some points where it was difficult to get a foothold and allowed the ants with the loads to climb over them.

Near the top of the pit, however, there was nearly a foot of the way which was completely smooth and steep. Here there were no footholds. The ants came up to this point and their progress stopped. It seemed that, after all, they were defeated.

Of the many ants which tried to climb this portion, only one reached the top. This one was immediately met by a number of ants from the ant-hill, to whom he communicated something. They peeped into the pit. And then a remarkable thing happened.

The ants at the top began climbing down into the pit backward, each holding the tail-end of another ant in front. In this way they formed an ant-chain which slowly moved down the steep side. When it reached the ants waiting with their loads, they easily climbed up the chain and came out at the top.



II

Many incidents like this have been observed, showing the cleverness and courage of ants. Now science has discovered many other

interesting facts about ant life. Some of them make us wonder if these little creatures are almost as intelligent as human beings !

Perhaps you know that early man was a hunter. When he gave up hunting and took to farming for livelihood, it was a big step forward in man's history. Scientists tell us that some ants do farming, just the same as man. These 'farmers' are the 'umbrella ants' of South America. They are so called because they are often seen carrying large pieces of leaf over their heads like umbrellas. They take these pieces of leaf to their nests, and chew them up nicely. Afterwards they make beds of these chewed-up leaves. On these beds grows a kind of fungus, which is the food of ants.

Just as there are ants which keep farms, there are ants which keep 'cows' and milk them! The 'cows' are a kind of greenfly called aphids, found on rose-leaves and on the leaves of beans. They give out a sweet, honeylike liquid from behind. Ants love to eat this liquid. So they catch aphids and take them to their nests and keep them there. They feed them and, then 'milk them' stroking their sides gently and making them give out their honey. Is this not just like human beings keeping cows ?

Scientists have observed many more curious things about the ant community. There are ants which keep other ants as slaves. An example is a powerful red ant found in Europe. These ants take their slaves from certain black ants which are smaller in size. When they want slaves, they attack the nests of the black ants and carry off some of their eggs. When these eggs hatch in the red ants' nests the black ants which come out are treated as slaves. From their birth they are taught to obey. They are made to do all the work; they even carry about their masters on their backs!

The most fierce kind of ants are the 'driver ants' of Africa. These ants have no fixed home but are always on the move. They are completely blind. They march like a big army, a million strong, eating up any living thing that happens to be in their path. Even large animals, like tigers and elephants, are afraid of these ants. Sometimes a python, unable to move after swallowing a prey, happens to be in the path of the marching columns of ants. The ants eat both the python and the animal in its stomach. The

villagers of Africa tell stories about babies eaten by ‘driver ants’. When the ‘driver ants’ enter a house the people run away into the forest and stay there until they have passed. When the people come back, they find that everything in the house, which can be eaten, has been cleared away, including the bugs, flies, beetles and spiders.

E X E R C I S E S

I Answer the following questions. Some answers may be in more than one sentence.

1. A scientist observed how certain ants carried dead insects to the top of a pit. What quality of the ants does this incident show ?
2. How do the ‘umbrella ants’ do ‘farming’ ?
3. What are aphids ? Where do they live ?
4. Why do some ants catch and keep the aphids ?
5. How do the red ants of Europe get their ‘slaves’ ? What do the slaves do ?
6. Why are the ‘driver ants’ of Africa said to be the most fierce of ants ?

II Rewrite the following sentences as directed.

1. The following incident was observed by a scientist who was making a study of ants.
 (Begin with: A scientist.....)
 2. A number of ants were down in a pit. They had killed some insects there.
 Combine these sentences into one sentence with an Adjective Clause beginning with *where*.
 3. The ants tore up these insects into small bits and began carrying them up the wall of the pit.
 (Beginning: Tearing up.....)
 4. Near the top of the pit there was a foot of the way. Here there were no footholds.
 Combine into one sentence with an Adjective Clause beginning with *where*.
 5. The ants came up to this point and their progress stopped.
 (Begin: When the ants.....)
 6. The last foot of the pit was very smooth and steep. Only one of the ants was able to climb it and reach the top.
 Combine the two sentences using *so....that*.

7. Scientists have observed many more curious things about the ant community.

(Begin: Many more curious things.....)

8. The most fierce kind of ants are the 'driver ants' of Africa

Change 'most fierce' into 'more fierce' and begin the sentence: The 'driver ants' of Africa.....

- III Match the words given in the boxes with the clues given. Over each word put the number of the clue which matches it. If you put in all the numbers correctly, the result will be a 'magic square'. That is to say, the total of the four numbers of any straight row, including the diagonal rows, will be the same.

umbrella	aphid	beans	pound
bug	nest	greenfly	creature
fungus	cliff	livelihood	portion
beetle	python	spider	ant-hill

C L U E S

1. A pile of earth made by ants.
2. A small insect that sucks juices from plants.
3. A plant bearing seeds which are used as food.
4. An insect with strong, shiny wing-covers.
5. An insect which drinks blood, found in beds, furniture etc.
6. Way in which one earns one's living.
7. Steep face of a rock, especially at the edge of a sea.
8. Any living person or animal.

9. A small plant without leaves, which grows on dying matter.
10. Aphids belong to this kind.
11. Birds build this.
12. Part of a whole.
13. A measure of weight.
14. A huge snake, which swallows large animals
15. This creature has eight legs and makes webs.
16. You take this with when you go out in the rainy season.

IV Fill in the blanks with the words given.

(a)	formed	slaves	gently	peeped
	prey	stocked	farming	community
	bits			

1. _____ is the means of livelihood of the majority of people in our villages.
 2. A tiger killed a buffalo on the edge of a village. Before it ate its _____, the village headman shot it dead.
 3. The magician tore a sheet of newspaper into _____. "I am going to turn these into sweets," he said.
 4. There is a small Jewish _____ in Kerala, about a hundred families in all.
 5. "Speak _____ to the child. Don't say angry words to him. Or he will start crying."
 6. A cooperative society was _____ in the town to buy and sell things at fair prices.
 7. In the old days negroes in America were _____. They had no freedom.
 8. When I _____ into the headmaster's room, I saw someone talking to him. So, I came away.
 9. "Shri Rama _____ the back of a squirrel that tried to help him in building the bridge to Lanka. That is why the squirrel has three lines on its back," my grandmother told me.
- | | | | | |
|-----|-------------|----------|----------|---------|
| (b) | chew | hatched | progress | feed |
| | communicate | backward | milk (v) | swallow |
| | column | manner | | |
1. At the beginning of the year, Mohan did not know a word of English. Now he can read simple English books without any difficulty. He has made great _____. But Ravi's case is different. Instead of making progress he seems to be going _____.

2. The army attacked the town from two sides. One _____ of soldiers attacked from the north and another from the south.
3. Many States in the country are running lotteries offering a number of prizes. In this _____ large amounts of money are being collected for special schemes.
4. We have a cow. We _____ it on fresh grass and oil-cakes. Every morning we _____ it and sell a part of the milk.
5. We should _____ our food well before we _____ it.
6. Have you seen two deaf men talking to each other? They _____ by means of signs.
7. "Don't count your chickens before they are _____. " Do you know the meaning of the saying?

(c)	including	smooth	on the move	foothold
	steep	fixed	marched	human beings
	incident	fierce		

1. Gypsies are a wandering people. They never stay in any one place for a long time. They are often _____ with all their belongings.
2. _____ have speech. Animals haven't.
3. The tiger is a _____ animal.
4. Mohan found it difficult to climb up the hill because it was very _____.
5. Shopkeeper: The pen costs Rs. 10.
Customer: Won't you sell it for Rs. 8?
Shopkeeper: I'm sorry, sir. My prices are _____.
6. On Republic Day soldiers _____ past the national flag, saluting it.
7. Silk and velvet are _____ to the touch.
8. A hole in the high wall of the prison gave the prisoner a _____. He climbed the wall and escaped.
9. The teacher asked each boy to write a composition on some interesting in his life.
10. The thief took away everything in my room _____ my bath soap.

V Write a paragraph on each of the following.

1. How the ants helped one another in carrying the dead insects to the top of the pit.
2. The fierce 'driver ants' of Africa.

POEMS

1. The Town Child

I live in the town
 In a street;
It is crowded with traffic
 And feet;
There are buses and motors
 And trams;
I wish there were meadows
 And lambs.

The houses all wait
 In a row,
There is smoke everywhere
 That I go.
I don't like the noises
 I hear —
I wish there were woods
 Very near.

There is only one thing
 That I love,
And that is the sky
 Far above,
There is plenty of room
 In the blue
For castles of clouds
 And me, too!

Irene Thompson

The town child is unhappy about his life in the town. He does not like its crowded streets, its noise and smoke. He wishes he lived in the country, near woods and meadows and lambs.

The sky is the only beautiful thing he can see in the town. The sky is large and free. Would he like to escape into the sky ? Yes, he would.

castles of clouds : large clouds which look like floating castles, or palaces, in the air.

castle : a palace, or large building, with high walls all around it

QUESTIONS

1. Where does the town child live ?
2. Why does he not like his street ?
3. What does he wish to have in the town ?
4. Why doesn't he like the town ?
5. What is the one thing that he loves ?
6. Why does he love it ?

2. The Country Child

My home is a house
Near a wood
(I'd live in a street
If I could!)
The lanes are so quiet,
Oh, dear!
I do wish that someone
Lived near.

There is no one to play with
At all,
The trees are so high
And so tall;
And I should be lonely
For hours,
Were it not for the birds
And the flowers.

I wish that I lived
In a town—
To see all the trams
Going down
A twinkling street
That is bright
With wonderful colours,
At night!

Irene Thompson

You have read how the town child was unhappy in the town. But the country child is equally unhappy in the country. He feels lonely, he has no one to play with. He wishes he lived in a town and could see the brightly lit, colourful streets at night.

And I should be....the flowers : His only friends are the birds and the flowers. If they too were not there, he would be lonely indeed !

Q U E S T I O N S

1. Where is the country child's house ?
2. What does he say about the lanes ?
3. Are there any houses near his ?
4. Where does he wish to live ?
5. Are there any children for him to play with ?
6. Who are his companions ?
7. Why does he wish to live in a town ?

3. Who Has Seen the Wind?



Who has seen the wind ?

Neither I nor you :

But when the leaves hang trembling,

The wind is passing through.

Who has seen the wind ?

Neither you nor I :

But when the trees bow down their heads,

The wind is passing by.

Christina Rossetti

QUESTIONS

1. Has anyone seen the wind ?
2. What do the leaves do when the wind is passing through ?
3. How do we know the wind is passing by ?

4. The Monkeys and the Crocodile



Five little monkeys
 Swinging from a tree;
 Teasing Uncle Crocodile,
 Merry as can be.
 Swinging high, swinging low,
 Swinging left and right:
 'Dear Uncle Crocodile,
 Come and take a bite!'

Five little monkeys
 Swinging in the air;
 Heads up, tails up,
 Little do they care.
 Swinging up, swinging down,
 Swinging far and near ;
 'Poor Uncle Crocodile,
 Aren't you hungry, dear ?'

Four little monkeys
 Sitting in the tree ;
 Heads down, tails down,
 Dreary as can be.

Weeping loud, weeping low,
Crying to each other:
'Wicked Uncle Crocodile,
To gobble up our brother !'

Laura E. Richards

Teasing Uncle Crocodile : making fun of Uncle Crocodile. (They want to make him angry!)

Merry as can be : as merry (full of fun) as they can be.

Little do they care : They care little, i.e. they don't care.

Dreary as can be : as dreary (sorrowful, unhappy) as they can be.

gobble : eat up fast.

QUESTION

The monkeys were so merry and mischievous at the beginning. Why are they so dreary at the end ? (The poet does not tell us what happened, but you can easily guess.)

5. Puppy and I

I met a Man as I went walking ;
We got talking,
Man and I.

‘Where are you going to, Man ?’ I said
(I said to the Man as he went by).

‘Down to the village, to get some bread.
Will you come with me ?’ ‘No, not I.’

I met a Horse as I went walking ;
We got talking,
Horse and I.

‘Where are you going to, Horse, to-day ?’
(I said to the Horse as he went by).

‘Down to the village to get some hay.
Will you come with me ?’ ‘No, not I.’

I met a Woman, as I went walking ;
We got talking,
Woman and I.

‘Where are you going to, Woman, so early ?’
(I said to the Woman as she went by).

‘Down to the village to get some barley.
Will you come with me ?’ ‘No, not I.’

I met some Rabbits as I went walking ;
We got talking,
Rabbits and I.

‘Where are you going in your brown fur coats ?’
(I said to the Rabbits as they went by).

‘Down to the village to get some oats.
Will you come with us ?’ ‘No, not I.’

I met a Puppy as I went walking ;
We got talking,
Puppy and I.

‘Where are you going this nice fine day ?’

(I said to the Puppy as he went by)
‘Up in the hills to roll and play’.
‘I’ll come with you, Puppy,’ said I.

A. A. Milne

The speaker in this poem is idle and wants someone to play with. But the whole world seems to be going somewhere on some business. So he will not go with any of them.

Finally he meets a puppy who is going up the hill just to roll and play, and he decides to go with the puppy.

QUESTIONS

1. Where was the Man going?
2. Why was he going there?
3. Why was the Horse going to the village?
4. What did the Woman want to get from the village?
5. What were the Rabbits wearing?
6. Where were they going? Why?
7. Where was the Puppy going?
8. Why was he going there?
9. Why does the speaker decide to go with the Puppy and not with the others ?

6. The Naughty Boy

THERE was a naughty boy,
And a naughty boy was he,

He ran away to Scotland,
The people there to see--

Then he found
That the ground
Was as hard,
That a yard
Was as long,
That a song

Was as merry.
That a cherry
Was as red,
That lead
Was as weighty,
That fourscore
Was as eighty.

That a door
Was as wooden
As in England

10

20

So he stood in his shoes
And he wondered,
He wondered,
He stood in his shoes
And he wondered.

John Keats

The naughty English boy ran away to Scotland, hoping to find Scotland somehow more wonderful than England. But he found that the world was not very different over there.

He wondered at this—he couldn't understand how the world could be the same everywhere!

*That the ground
Was as hard
That a yard
Was as long etc.*

You must complete each of these phrases with 'as in England' (which comes in line 20 of the poem). Thus: 'That the ground was as hard as in England', 'That a yard was as long as in England' etc.

QUESTIONS

1. What did the naughty boy do?
2. Why did he go to Scotland?
3. What did he learn in Scotland?
4. Why did he wonder at this?

7. Rain in the Summer

How beautiful is the rain !
 After the dust and heat ;
 In the broad and fiery street,
 In the narrow lane,
 How beautiful is the rain !
 How it clatters along the roofs,
 Like the tramp of hoofs !

5

How it gushes and struggles out
 From the throat of the overflowing spout !
 Across the window pane
 It pours and pours ;
 And swift and wide,
 With a muddy tide,
 Like a river down the gutter roars
 The rain, the welcome rain !

10

15

H. W. Longfellow

The poem describes the coming of rain after the hot and dusty days of summer.

fiery : hot as fire.

How it clatters along the roofs like the tramp of hoofs } The sound of rain on the roofs is like the sound made by the hoofs of horses on the roads.

spout : pipe for carrying rain-water from a roof. (In times of a heavy shower, spouts will be *overflowing*, i.e. more than full)

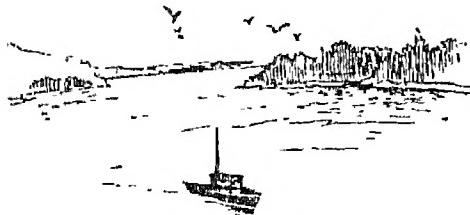
tide : flow of water.

gutter : channel at the side of a road to carry away rain-water

Q U E S T I O N S

1. "The welcome rain"—Why so welcome ?
2. The rain "clatters along the roofs". What does the clattering sound like ?
3. Why does the rain-water have to struggle to come out of the spout ?
4. How does the rain-water flow down the gutter ?

8. My Plan



When I'm a little older
I plan to buy a boat,
And up and down the river
The two of us will float.

I'll have a little cabin
All painted white and red
With shutters for the window
And curtains for the bed.

I'll have a little cookstove
On which to fry my fishes,
And all the Hudson River
In which to wash my dishes.

Marchette Chute

the Hudson River a very large river in North America.

QUESTIONS

1. What does the speaker in the poem plan to do when he is a little older ?
2. Who are 'the two of us' ?
3. What will he do with the cookstove ?
4. Where will he wash his dishes ?